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ABSTRACT

Designed to help local public educational agencies serve Spanish speaking adults, this adult basic education curriculum and teaching guide for English as a second language provides vocabulary, sentence pattern drills, question and answer practice, and other specific suggestions. Included are sessions for getting acquainted, followed by units on the school setting (with days of the week, colors, and other appropriate vocabulary), home and family, employment and job seeking, community helpers and community resources, government and voting, parts of the body, personal cleanliness and family health needs, numbers, telling time, and legal rights. Uses of tape recordings with sentence pattern drill and comprehension and conversation exercises are illustrated. The document includes eight suggested professional books and a bibliography of classroom materials. (ly)

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ADULT BASIC EDUCATION TEACHER'S GUIDE

TEACHING ENGLISH
AS A
SECOND LANGUAGE

August
1969

TEXAS EDUCATION AGENCY AUSTIN, TEXAS

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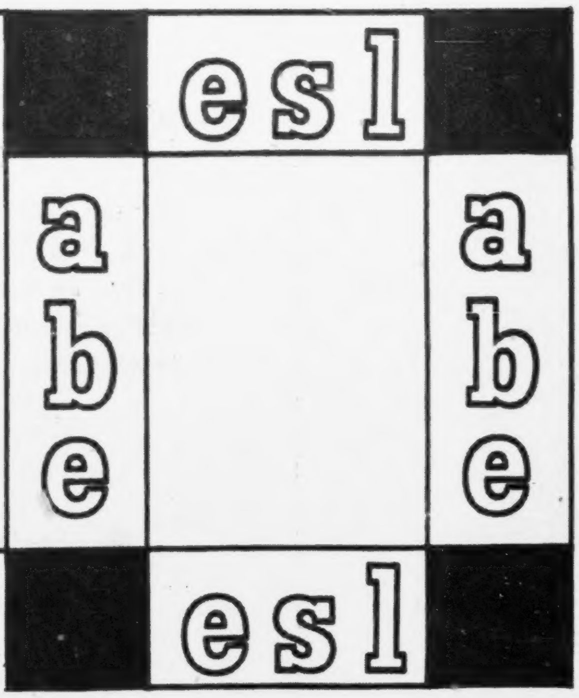
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ADULT BASIC EDUCATION TEACHER'S GUIDE

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TEACHING ENGLISH
AS A
SECOND LANGUAGE

TEXAS EDUCATION AGENCY AUSTIN, TEXAS

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Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.
2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.
3. Non-discriminatory use of facilities.
4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

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Austin, Texas

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* * * * * * *

FOREWORD

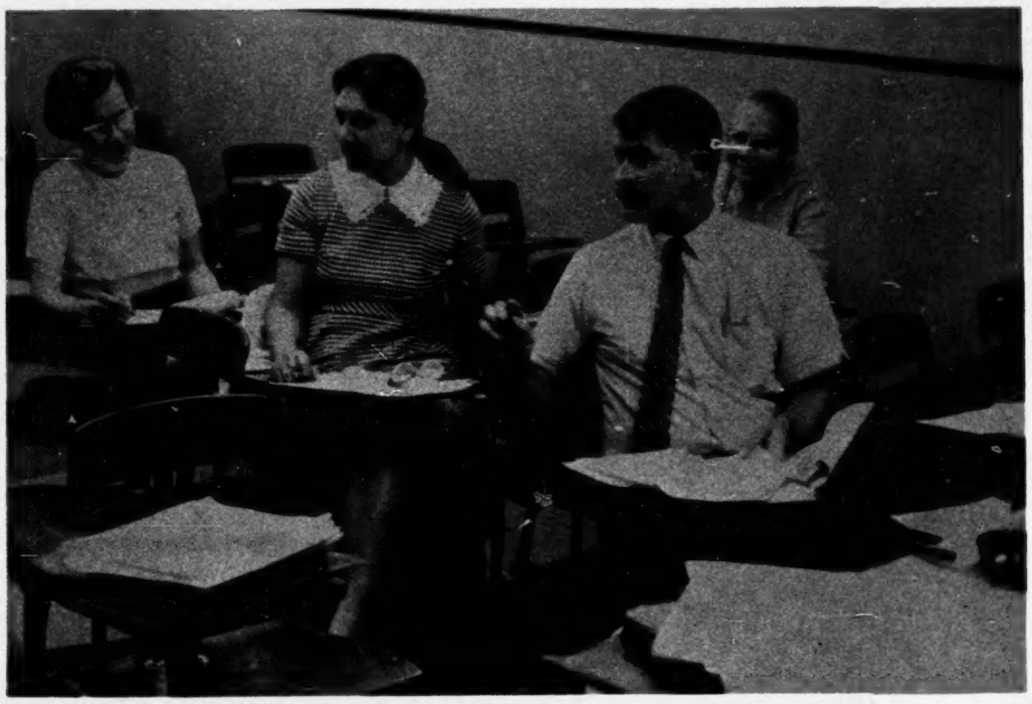
Provisions of the Adult Education Act of 1966 (P. L. 89-750) place responsibility for State administration of Adult Basic Education Programs upon the Texas Education Agency in accordance with the State Plan for Adult Basic Education approved by the State Board of Education and the United States Commissioner of Education.

As one phase of carrying out this responsibility, this guide has been prepared to assist local public educational agencies in conducting the Adult Basic Education Program.

J. W. Edgar
Commissioner of Education

Two authors record their conversational English drill on tape

Editorial committee drafts copy to go to press



briefly

This guide was developed at the Adult Basic Education teachers' workshop at the University of Houston, Department of Continuing Education, Houston, Texas, June 9-20, 1969. The workshop was co-sponsored by the Texas Education Agency and the University of Houston, and was funded under The Adult Education Act of 1966 (Title III of Public Law 89-750).

The workshop was directed by the staff of the Division of Adult Basic Education, Texas Education Agency.

John R. Guemple - Assistant Commissioner for Vocational and Adult Education
Richard R. Gartner - Director, Special Adult Programs
Ralph Mock - Program Director, Adult Basic Education
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Raymond W. Johnson, Denton - Consultants

Dr. Severo Gomez, guest lecturer from the Texas Education Agency, fields a question about bilingual education

Trio of authors trades ideas with Texas Education Agency's educational writer, Luke Patrenella, Jr.

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Three of the authors develop a teaching unit on English as a second language

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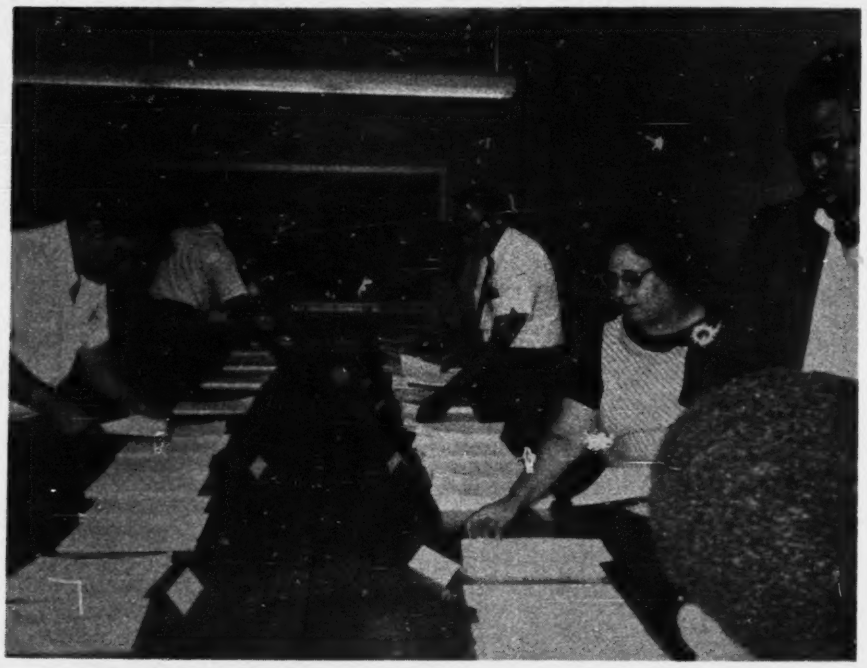
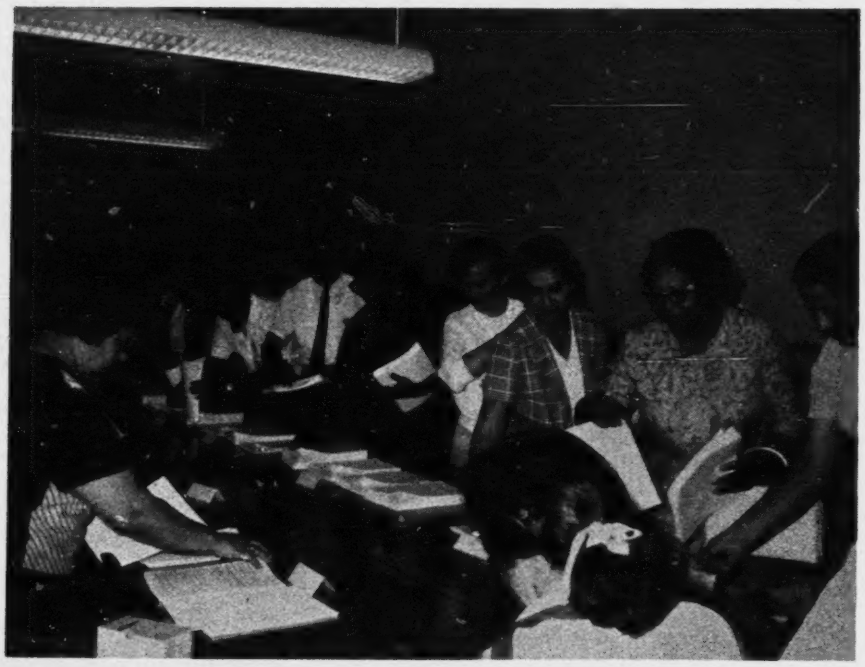
Coffee break -- Enthusiastic discussion continues

esl esl esl esl e



Two weeks of hard work
come off the press

It's assembled, and the book is completed



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INTRODUCTION

Many adults are bashful about their reasons for attending ABE class, but each one has his hopes and needs.

Present the lesson in many short units rather than in a few long ones. This gives the adult a feeling of progress. Use every opportunity to praise good work and minimize mistakes. Accent the positive.

PURPOSE

The purpose of this guide is to help the ABE teacher plan her ESL lessons for each class meeting.

This guide has been developed by teachers who have had experience in teaching adults. It represents information gathered from teachers teaching in all the different sections of Texas.

The guide is of no value if a teacher sticks to it in its entirety.

Since this is a practical guide, the philosophy of ESL and technical aspects, such as a description of how sounds are formed, definitions of linguistic terminology, and lengthy discourses upon teaching techniques, the psychology of adult learning and classroom behavior have been omitted. Selections on these topics may be found in professional literature cited in the bibliography.

TIPS TO A.B.E. TEACHERS

Be in your classroom before students arrive. Try to meet students at the door. Welcome them.

Your approach to the teaching of English as a second language should be primarily oral.

Do teacher-pupil planning. Ask your students whay they would like to learn. Then gear your teaching to meet their needs.

The greatest possible use of English should be made in the classroom.

One learns to speak by speaking. Have your students speak only English during the lesson, if possible.

Your students' primary need is intelligible speech in everyday situations.

Participate actively in almost every phase of the lesson. Teach new vocabulary by using pictures, pointing to objects, etc. Keep within the vocabulary range of students. Keep your class enthusiastic by being enthusiastic yourself.

Occasionally, you may wish to use the native language to explain difficult points of grammar or to define abstract words. Lesson 7 in the School Unit illustrates teaching of the colors in English, aided by Spanish.

Let your students do most of the talking.

For example: a student, after answering the teacher's question, turns and asks the same question of the student sitting nearest him. Of course, students questioned by other students should practice responding. The practice should be in a natural, conversational tone.

No teacher should restrict her teaching to one technique. She should also use whatever methods give the students oral practice in the language patterns being studied.

In addition, use a variety of methods in presenting classwork.

Your eye contact is essential. Look around the room. Ascertain if each pupil is attentive.

Gear your class instruction to the ability of your students.

Make each feel he is part of the group.

Be sure that every pupil participates in the class activities.

Praise the student's work or attitudes.

Do not push students faster than they want or can go.

Never permit two or three students to monopolize class participation.

Become aware of your students' problems, such as fatigue, poor eyesight, or poor hearing, or coming to class without supper because of working late.

Help students with transportation problems, such as getting one of them a ride with another pupil.

Send cards to sick students. Add a personal note. Let each student in class sign the card.

Phone or visit students who are absent.

Skills should be taught in carefully graduated sequences.

New elements should be taught when students have gained automatic control of previous skills.

Remember that most adults attend school to learn something that they have never learned before.

GETTING ACQUAINTED UNIT

Introduction:

This unit is designed to assist O Level pupils in getting acquainted. Vocabulary is used by the teacher with student responses.

Example:

Teacher: Hello, Mr. Morales.

Student's response: Hello, Mrs. Carter.

Vocabulary	Sentence	Student Response
Hello!	Hello, Mr. Morales.	Hello, Mrs. Carter.
Good Evening	Good evening, Mrs. Garza.	Good evening, Mrs.
my name	My name is Mrs. Guerra.	My name is Mrs. Lopez.
first	My first name is Irene.	My first name is Dora.
last	My last name is Guerra. (Irene Guerra)	My last name is Lopez. Dora Lopez)
I live	I live in __________ . city	I live in _________. city
a teacher a student	I am a teacher.	I am a student.
today	Today is Tuesday.	Today is Tuesday.
like school	I like school.	I like school.
to read write	I like to read and write.	I like to read and write.
she likes	She likes to read and write.	She likes to read and write.
good	He is a good student.	He is a good student.
friend	She is my friend.	She is my friend.
want to learn	I want to learn to read and write	I want to learn to read and write.
English	I want to learn English.	I want to learn English.
we speak	We speak good English everyday.	We speak good English everyday.
have little baby	I have a little baby.	I have a little baby.

good boy	I have a good boy.	I have a good boy.
girl	I have a little girl.	I have a little girl.
children	My children can read English	My children can read English.
home	We have a home.	We have a home.
work	I like my work.	I like my work.
help friend	I help my friend.	I help my friend.
comes with	My friend comes to school with me.	My friend comes to school with me.
this room	I like this room.	I like this room.
will come tomorrow	I will come to school tomorrow.	I will come to school tomorrow.

SCHOOL UNIT

Section 1 - Introduction

Introduce yourself. Give a brief background. Have a "get acquainted" period by having each student introduce himself. When conducting a lesson, illustrate the terms being learned by using pictures or realia. This section should be divided into several lessons.

Words

Teacher repeat, please: book
student: book

Drill words: chair
pencil
table
watch

teacher: book
student: book

Repeat using: chair
pencil
table
watch

teacher: book
student: book

Phrases Pattern:

A ____________ (e.g. "A book")
Teacher repeats " "
as necessary

Drill words: chair
pencil
table
watch

Drill: Teacher: a book
student: a book
teacher: a book
student: a book

Repeat: chair
pencil
table
watch

Also use the, an, this, that, these those, which and what - as "which book?" and "that book."

Pattern: Demonstrative sentence.

Teacher:	Student:		
This is a __________	This is a book	Repeat sentence pattern using	chair
This is a __________	This is a book		pencil
This is a __________	This is a book		table
			watch

Pattern: Interrogative with positive response.

Is this a ____________?	Is this a book? Yes, it is.	Repeat using:	chair
Yes, it is.	" " " " ? " " "		pencil
	" " " " ? " " "		table
Teacher repeats this slowly as often as necessary.			watch

Negative response to interrogative pattern.

Pattern:		Repeat using:	chair
Is this a ______________?	**Is this a book?**		**pencil**
No, it is not.	No, it is not.		watch
			table

Repeat, Teacher: Is this a book? No, it is not.

Student: Is this a book? No, it is not.

Repeat this until the students are comfortable with the sound.

Substitution Drill:

Repeat please:

Is this a pencil? No, it is not.

Now put these words in the sentence.

book? No, it is not.

watch? No, it is not.

table? No, it is not.

chair? No, it is not.

Teacher points to pictures and asks questions about them.

Students are to give correct short answer.

Pictures:	Question:	Answer:
1. pencil	Is this a pencil?	Yes, it is.
2. book	Is this a pencil?	No, it is not.
3. chair	Is this a table?	No, it is not.
4. table	Is this a chair?	No, it is not.
5. watch	Is this a watch?	Yes, it is.
6. watch	Is this a pencil?	No, it is not.

Words	Negative	Affirmative
1. book/pencil	This is not a book.	This is a pencil.
2. pencil/book	This is not a pencil.	This is a book.
3. chair/table	This is not a chair.	This is a table.
4. table/chair	This is not a table.	This is a chair.
5. pencil/watch	This is not a pencil.	This is a watch.

Suggested Activities for Section 1: Teaching Suggestions - allow students to practice singing this song using "Good morning" and "Good evening"

"Good evening" - The First Grade Book, Ginn and Company - To the tune of "Good Morning"

Good evening, good evening,
Good evening to you!
Good evening, good evening,
Oh, how do you do?

Second verse: Good evening, good evening,
I'm glad to see you.
Good evening, good evening,
Good evening to you.

Teaching Suggestions:

The following exercises can be used to allow the students to practice the following sounds: "ch", "sh", "d", "th", "y", "z", "i", and "j". Any melody could be used to make the exercises more rhythmical.

These exercises can be done orally as many times as necessary to familiarize the student with the various English sounds.

Suggested word exercises:

"ch" sound
chico ... chalk ... charro ,.. chair
chicken ... children ... catch
chapa ... church ... chile ... chair
catcher ... pitcher ... patch ...

"sh" sounds
She washes shirts.
The children's shirts.
She shines the shoes.
The children's shoes.

(reverse:)
She shines the shoes.
And washed shirts.
The children's shoes,
The children's shirts.

"d" sounds
Daddy ... wanted ... David ... drew
dime ... dinner ... did ... do
dishes ... dirty ... good ... bad
dark ... Monday ... dog ... had

"th" sound
this ... the ... they ...mmother
these ... that ... them ... other

those ... there ... than ... father

thus ... though ... then ... brother

thin ... thank ... throw ... both

thick ... thing ... thumb ... fifth

thorn ... thread ... three ... bath

through ... think ... thump ... with

"y" sound

yard ... llama ... yes ... yellow

yet ... llubia ... yes ... yellow

yell ... lleno ... your ... yawn

your ... yesterday ... hierbo ... young

"er" sound

fur ... sir ... were ... her

furry ... worry ... hurry ... curry

burr ... burly ... were ... worry

cur ... curry ... her ... hurry

"z" sound

crazy ... noisy ... busy ... bees

buzzing in the trees

noisy ... busy ... buzzing ... bees

crazy ... lazy ... flowers ... trees

hers ... as ... those ... these

"i" sound

in ... into ... is ... it

six ... sister ... sing ... sit

his ... hidden ... him ... hit

big ... bigger ... bin ... bit

"j" sound

jingle ... gentle ... joy ... janitor

just ... jump ... George ... jump

jacket ... giant ... job ... January

jump ... George ... just ... jump

"ng" sound

sing ... sang ... sung

ring ... rang ... rung

singer ... singing

ringer ... ringing

spring ... sprang ... sprung

Section 2 - Days of the Week

Lesson 1

Assuming that the first class meeting on the subject, "The Days of the Week," meets on a Tuesday night, we begin this lesson with "Tuesday." Adjust the lesson to begin with the day on which the class first meets to work on this topic.

The student learns the days of the week inductively, beginning with any one day as the first and finishes with the seven days of the week in chronological order. Toward the conclusion of this topic, a calendar should be utilized in order to aid in learning the seven days and their order.

Tuesday - Today is Tuesday.

Today - today - today - today

Today is Tuesday.

Tuesday - Tuesday - Tuesday - Tuesday

Today is Tuesday.

Today is Tuesday.

Today is Tuesday.

(Question:) What day is today?

What - What - What

day - day - day

(Repeat question:) What day is today? (Explain.)

What day is today?

What day is today?

(Ask this question of different students. Student should answer in a complete sentence.)

Today is Tuesday.

(Ask different students to ask each other the same question.)

Tomorrow will be Wednesday.

tomorrow - tomorrow - tomorrow - tomorrow

Tomorrow will be Wednesday.

will be - will be - will be - will be

Tomorrow will be Wednesday.

Wednesday Wednesday - Wednesday - Wednesday

Tomorrow will be Wednesday.

Tomorrow will be Wednesday.

Tomorrow will be Wednesday.

(Question:) What day will it be tomorrow?

it - it - it

What day will it be tomorrow?

What day will it be tomorrow?

Tomorrow will be Wednesday.

Tomorrow will be Wednesday.

Tomorrow will be Wednesday.

(Call on different students to ask each other the two above questions)

1. What day will it be tomorrow?
2. What day is it today?

Lesson 2

Yesterday was Monday.

Monday - Monday - Monday - Monday

Yesterday was Monday.

Yesterday was Monday.

Yesterday was Monday.

yesterday yesterday - yesterday - yesterday

was - was - was

Yesterday was Monday.

Yesterday was Monday.

Yesterday was Monday.

Thursday We come to School Tuesday and Thursday. (or whatever days ESL classes are held.)

Thursday - Thursday - Thursday

We come to school Tuesday and Thursday.

Tuesday - Thursday -- Tuesday - Thursday

Tuesday - Thursday - Tuesday - Thursday

Tuesday - Thursday - Tuesday - Thursday

We come - We come - We come

We come - We come - We come

We come - We come - We come

to school - to school - to school

to school - to school - to school

to school - to school - to school

We come to school Tuesday and Thursday.

We come to school Tuesday and Thursday.

We come to school Tuesday and Thursday.

Lesson 3

(Repeat to reinforce)
1. Today is Tuesday.
2. Yesterday was Monday.
3. Tomorrow will be Wednesday.

(Next write the above sentences on the board and later develop a reading lesson from the board. Make sure that everybody in the class takes part in the lesson. Be generous with praise. Compliment students often. Make students feel that they are really accomplishing something.)

Friday We do not come to school on Friday.
Friday - Friday - Friday
We do not - We do not
come to school - come to school
We do not come to school on Friday.

Saturday We buy groceries on Saturday.
Saturday - Saturday - Saturday
We buy groceries - We buy groceries
on Saturday - on Saturday
We buy groceries on Saturday.
We buy groceries on Saturday.

Sunday We go to church on Sunday.
Sunday - Sunday - Sunday
go to church - go to church
We go to church on Sunday.
We go to church on Sunday.
We go to church on Sunday.

Questions 1. When do we come to school?

We come to school Tuesday and Thursday.

2. Do we come to school on Friday?

No, we do not come to school on Friday.

3. What do we do on Sunday?

We go to church on Sunday.

(Develop:
1. a question and answer drill.
2. a conversational type drill.
3. fill in the blank drill.
4. and last, but not least, a good reading lesson from the board.)

(The students now learn that the calendar week begins on Sunday.)

Teacher: There are seven days in a week.

1. The first day of the week is Sunday.
2. Sunday is the first day of the week.

Student repeats 1 and 2 above.

Teacher: The seven days of the week are: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.

Student: (Repeat.)

Basic School Vocabulary

Lesson 4

This lesson is for introducing the students to the everyday words which are necessary for communication with each other and the teacher.

You should introduce the word and have the students repeat the word in unison.

The teacher says the first word twice in English while the students listen.

The students repeat the word in unison twice and then each student recites it individually.

Proceed this way with each word.

The same procedure is used with the sentence pattern.

A. Vocabulary

Teacher, school, classroom, desk, books, flag, pencil, pen, paper, notebook, door, window, hall, chair, break, excuse me, office, bathroom, lounge, water, fountain, gate, sidewalk, telephone stand, sit, listen, repeat, walk, draw, line, fan, alphabet, student, men, women, chalk, casset, heater, switch, etc.

1. Declaratory sentence patterns.

   a. My name is ______________.

   b. I am the teacher.

   c. This is a school.

   d. This is a _________.

classroom
desk
book
notebook
flag
window
door
chalk board
eraser
fan
heater
pen
pencil
student
man
woman
light

2. Question pattern

   a. Is this a school?

   b. Is that a _________?

3. Question pattern

    a. Is this a gate?

    b. Is that a ________?

4. Declaratory pattern

    a. That is a gate.

    b. There is a ________.

lounge
water fountain
office
telephone
bathroom
sidewalk
switch

A. Basic expression Review.

1. Use the same vocabulary.

2. Declaratory sentence patterns:

    a. Ask the student to name objects and articles.

    b. Example

        1) Jose, name some of the things in this room.

        2) Student: There is a window.

        That is a ____________.

        This is a ____________.

door
desk
light
board
pencil
pen
paper,
etc.

3. Question pattern (to be answered):

    a. What is this, Olga?

    b. Answer: That is a pencil, Mrs. Gonzales.

book
telephone
pencil
door

    c. Is this a book, Maria?

book
telephone
window
pencil
door

    d. Answer: Yes, that is a book.

B. Introducing prepositional phrases

1. Patterns

    a. How did you come into the school grounds?

    b. Answer: I came in through the gate.

office
water
fountain
lounge

Continue using other prepositional phrases showing where: Examples: inside the room, over the hill, up there, over there, under the chair. Then proceed with other prepositional phrases describing "when" (in the morning, at lunch-time, during supper, etc.). Then direct the class to other prepositional phrases answering the adverbial and adjectivial questions.

Lesson 5

After the students have gone through the readiness level and have mastered word recognition, they are ready to go into phonics and sentence structure analysis. You must not only teach school vocabulary, but must also introduce sentence structure so that the students may apply the vocabulary they have learned. We will introduce school vocabulary, drills on pronunciation, common school expressions, and school sentence pattern exercises.

A. Vocabulary

1. school
2. classroom (room)
3. teacher
4. student
5. book
6. pencil
7. pen
8. ink
9. paper
10. scissors
11. desk
12. chair
13. table
14. chalk
15. chalk board (blackboard)
16. erasers

17. window

18. door

19. floor

20. ceiling

21. wall

22. shelf

23. locker

24. fan

25. light

26. record

27. record player (phonograph)

28. projector

29. film

30. flag

31. clock

32. ruler

B. Expressions

1. Good evening class.

   Good evening teacher.

2. Who is in the classroom?

   The students are in the classroom.

3. Do you walk to school?

   No, we ride to school.

4. Do you have a book?

   Yes, we have a book.

5. Do you write with a pencil?

   No, we write with a pen and ink.

6. How are you tonight?

   We are fine, thank you.

C. Suggested Procedures

1. Introduction of words
   - a. hear the word
   - b. say the word
   - c. read the word
   - d. write the word

2. Patterns - using book

a. This is a book.	a. Is this a book? Yes, it is.
b. The book is red.	b. Is the book red? Yes, It is.
c. The book is big.	c. Is the book big? No, it isn't.
d. We read the book.	d. Do we read the book? Yes, we do.

using window

a. This is a window.

b. We open the window.

c. We close the window.

d. Can you clean the window?

using student

a. I am a student.	a. Am I a student? Yes, I am a student.
b. You are a student.	b. Are you a student? Yes, you are a student. Yes, I am a student.
c. (She, He) is a student	c. Is she (he) a student? Yes, she (he) is a student.

using students

a. We are students.	a. Are we students? Yes, we are.
b. You are students	b. Are you students? Yes, we are.
c. They are students.	c. Are they students? Yes, they are.

My School

Lesson 6

I will read the following questions.

Please answer each sentence in chorus.

T means teacher

C means class

T - What's the name of your school?

C - Our school is ______________ High School

T - Is your school large?

C - Yes, our school is large and very pretty.

T - How many floors does your school have?

C - It has three floors.

T - Are there many pupils in your school?

C - Yes, there are many pupils.

T - Are the students industrious?

C - We are all industrious.

T - Who is the director of ABE

C - Mr. [illegible] is the director.

T - What do you study in school?

C - We study English, reading, arithmetic, citizenship, and science.

T - Do you like school?

C - Yes, indeed.

T - Is there a library at school?

C - Yes, there's a good library at school.

T - Are there interesting magazines in the library?

C - There are many interesting magazines in the library.

T - Do you like school?

C - Yes, indeed.

The Colors

Lesson 7

I. Today we are going to learn the colors.

Translate (Hoy vamos apender los colores.)

We will start with red.

(Empesaremos con el color rojo.)

1. red - (rojo) - red - red - red
2. blue - (azul) - blue - blue - blue
3. black - (negro) - black - black - black
4. white - (blanco) - white - white - white
5. orange - (anaranjado) - orange - orange - orange
6. yellow - (amarillo) - yellow - yellow - yellow
7. brown - (cafe) - brown - brown - brown

8. green - (verde) - green - green - green

9. pink - (rosa) - pink - pink - pink

10. purple - (morado) - purple - purple - purple

11. gray - (gris) - gray - gray - gray

II. Now we will use these colors in short sentences. (Ahora usaremos estos colores en oraciones.)

1. Mary has a red dress.

has - has - has - dress - dress - dress

(Maria tiene un vestido rojo.)

Repeat 3 times Mary has a red dress.

Mary has a red dress.

Mary has a red dress.

2. Do you have blue shoes? (pregunta)

(Tiene usted zapatos azules?)

Do - Do - Do shoes - shoes - shoes

Do you have blue shoes? (Repeat 3 times)

3. I like your black hair,Mrs. Garza.

(Me gusta su pelo negro,Senora Garza.)

Your - your - your black - black - black hair - hair - hair

I like your black hair,Mrs. Garza (Repeat 3 times)

4. Mr. Flores has a white shirt.

(El Senor Flores tiene una camisa blanca.)

has - has - has shirt - shirt - shirt

Mr. Flores has a white shirt. (Repeat 3 times)

5. I see a pretty orange flower.

(Yo veo una bonita flor anaranjada.)

pretty - pretty - pretty flower - flower - flower

I see a pretty orange flower. (Repeat 3 times)

6. Is your house painted yellow?

(Es su casa color amarillo?)

house - house - house painted - painted - painted

Is your house painted yellow? (Repeat 3 times)

7. These are brown shoes.

(Estos son zapatos color cafe!)

These - These - These are - are - are shoes -shoes - shoes

These are brown shoes. (Repeat 3 times)

8. My pencil is green.

(Mi lapiz es color verde.)

pencil - pencil - pencil is - is - is green - green - green

is green - is green - is green

My pencil is green. (Repeat 3 times)

9. This is a pretty pink blouse.

(Esta es una bonita blusa rosa.)

This - This - This blouse - blouse - blouse

This is a pretty pink blouse. (Repeat 3 times)

10. Mr. Gonzales, I like your pretty purple tie.

(Senor Gonzales,me gusta su corbata morada.)

tie - tie - tie

Mr. Gonzales, I like your pretty purple tie. (Repeat 3 times)

11. Mrs. Guerra has gray hair. (no new words)

Mrs. Guerra has gray hair. (Repeat 3 times)

Suggestions

I. 1. Play question and answer games.

2. Identify objects, clothing etc. in the room with a color.

3. Play a competitive game using color flash-cards, color picture-cards.

4. Use colors in affirmative and negative type sentences.

II. Write colors on the board. After some drill ask the class to copy these words in their best handwriting for a good penmanship lesson. Assist individually.

Example: red red red red red

black black black black black

white white white

orange orange orange

Learning to Read

Lesson 8

I. Repeat three times

want
name
read
write
and
my
is
to
I

Sentence Patterns - Teacher

My name is Jim Brown.
My name is Jim Brown.
My name is Jim Brown.

Student: My name is Luis Solis.
My name is Luis Solis.
My name is Luis Solis.

Repeat three times

Teacher: What is your name?
My name is Luis Solis.
What is your name?
Mynname is Luis Solis.

Repeat

want
name
read
write
and
my
is
to
I

Teacher: I want to read.
I want to read.
I want to read.

Student: I want to read.
I want to read.
I want to read.

Teacher and Student.

Q. Do you want to read?

A. Yes, I want to read.

Repeat

want
name
read
write
and
my
is
to
I

Teacher: I want to write.
I want to write.
I want to write.

Student: I want to write.
I want to write.
I want to write.

Teacher and Student

Q. Do you want to write?
A. Yes, I want to write.

Q. Do you want to write?
A. Yes, I want to write.

Q. Do you want to write?
A. Yes, I want to write.

Repeat

want
name
read
write
and
my
is
to
I

Teacher: I want to read my name.
I want to read my name.
I want to read my name.

Student: I want to read my name.
I want to read my name.
I want to read my name.

Teacher and Student:

Q. What do you want to read.

A. I want to read my name.

Q. What do you want to read?

A. I want to read my name.

Q. What do you want to read?

A. I want to read my name.

Repeat

want
name
read
write
and
my
is
to
I

Teacher: I want to read and write my name.
I want to read and write my name.
I want to read and write my name.

Student: I want to read and write my name.
I want to read and write my name.
I want to read and write my name.

Teacher and Student:

Q. What do you want to read and write?

A. I want to read and write my name.

Q. What do you want to read and write?

A. I want to read and write my name.

Q. What do you want to read and write?

A. I want to read and write my name.

Lesson 9

M	m		Picture of a man (abstract)
A	a	man	
N	n		Point to a man in the class. (concrete)

Pronounce the word "man".

Say, "This is a word."

Point to the individual letters.

Say, "These are letters in the word."

Show that the letters in the first column are the same as the letters in the word.

Say, "This is a man."
"This is a man."
"This is a man."

Student Repeats: This is a man.
This is a man.
This is a man.

Teacher:

1. Q. What is this?
A. This is a man.

2. Q. What is this?
A. This is a man.

3. Q. What is this?
A. This is a man.

Building Language Skills - Symbols

P	p		Use the real object or pictures
I	i	pin	
N	n		Show different types of pins.

Point to the word pin. Pronounce the word.

Say, "This is a word." Point to individual letters.

Say, "These are the letters in the word."

Show that the letters in the first column are the same as the letters in the word.

Say: This is a pin.

This is a pin.

This is a pin.

Teacher: Q. What is this?

Student: A. This is a pin.

Teacher: Q. What is this?

Student: A. This is a pin.

Teacher: Q. What is this?

Student: A. This is a pin.

Continue with same procedure for the other consonants.

HOME UNIT

Section 1 - Basic Vocabulary Using Fundamental Sentence Patterns.

The suggestions here are merely a guide. With careful planning and adequate preparation, an effective approach to teaching other levels as a second language can be developed.

Suggested procedures for the first, second, and third lessons:

Each lesson does not include more than ten vocabulary words. It would be unwise to present a long lesson that could not be completed by the end of class. Students need to see as well as sense accomplishment and progress each night. The best motivator in school is success in it.

Keep in mind, the length of any lesson should be altered, a second lesson added, or part of one, or a lesson shortened, to suit the capabilities of your students.

A. Types of houses

Word List

I
live
in
a (an)
house
stucco
home
brick
tin
adobe
tent
frame
mobile home
shack
hut
this
that

Teacher to Pupils: Look, Listen, Repeat

Teacher shows pictures of houses.

Teacher: That is a *brick* house.

Pupils repeat in unison: That is a *brick* house.

Teacher: That is a *frame* house.

Pupils: That is a *frame* house.

Teacher: This is a *stucco* house.

Pupils: This is a *stucco* house.

Teacher: This is a *tin* house.

Pupils: This is a *tin* house.

Teacher: That is an *adobe* house.

Pupils: That is an *adobe* house.

Teacher: This is a *tent*.

Pupils: This is a *tent*.

Teacher: That is a *shack*.

Pupils: That is a *shack*.

Teacher: This is a *hut*.

Pupils: This is a *hut*.

Now going from student to student have each one repeat this new sentence pattern:

Teacher: I live in a *brick* house.

Pupil: I live in a brick house.

Teacher: I live in a *frame* house.

Pupil: I live in a frame house.

Teacher: I live in an *adobe* house.

Pupil: I live in an adobe house.

Continue with the appropriate words from the word list. You will probably not want to allow a student to call his home a "shack" or a "hut". Guidance, in the form of prompting, might be a good way to avoid this possibly embarrassing situation.

B. Interior or rooms in a home.

Word List

rooms
large
small
medium-sized
living room
painted
one
two
three
four
unpainted
five
bathroom
bedroom
kitchen
den
dining room

Teacher to pupils: Look, Listen, Repeat.

Show pictures to the class.

Teacher: The rooms in my house are small.

Pupils repeat: The rooms in my house are small.

Teacher: The rooms in my house are medium-sized.

Pupils repeat: The rooms in my house are medium-sized.

Teacher: The rooms in my house are large.

Pupils repeat: The rooms in my house are large.

Teacher: The rooms in my house are painted.

Pupils repeat: The rooms in my house are painted.

Teacher: The rooms in my house are unpainted.

Pupils repeat: The rooms in my house are unpainted.

Teacher: The rooms in my house are papered.

Pupils repeat: The rooms in my house are papered.

Teacher: I have one room in my house.

Pupils repeat: I have one room in my house.

Teacher: I have two rooms in my house.

Pupils repeat: I have two rooms in my house.

Teacher: I have three rooms in my house.

Pupils repeat: I have three rooms in my house.

Teacher: I have four rooms in my house.

Pupils repeat: I have four rooms in my house.

Teacher: I have five rooms in my house.

Pupils repeat: I have five rooms in my house.

Teacher: I have a bedroom in my house.

Pupils repeat: I have a bedroom in my house.

Teacher: I have a bathroom in my house.

Pupils repeat: I have a bathroom in my house.

Teacher: I have a kitchen in my house.

Pupils repeat: I have a kitchen in my house.

Teacher: I have a living room in my house.

Pupils repeat: I have a living room in my house.

Teacher: I have a den in my house.

Pupils repeat: I have a den in my house.

Teacher: I have a dining room in my house.

Pupils repeat: I have a dining room in my house.

C. Furniture

Word List

furniture
old
new
beds
mirrors
pictures
chairs
tables
chest of drawers
refrigerator
curtains
closets
cabinets
dresser
lamps
stove
television
buffet
china closet
couch
sofa
divan
record player

Teacher to pupils: Look, Listen, Repeat

Show pictures to class.

Teacher: I have old furniture in my house.

Pupils repeat: I have old furniture in my house.

Teacher: I have new furniture in my house.

Pupils repeat: I have new furniture in my house.

Teacher: I have a refrigerator in my house.

Pupils repeat: I have a refrigerator in my house.

Teacher: I have a record player in my house.

Pupils repeat: I have a record player in my house.

Teacher: I have a couch in my house.

Pupils repeat: I have a couch in my house.

Teacher: I have a sofa in my house.

Pupils repeat: I have a sofa in my house.

Teacher: I have a divan in my house.

Pupils repeat: I have a divan in my house.

Teacher: I have a buffet in my house.

Pupils repeat: I have a buffet in my house.

Teacher: I have a stove in my house.

Pupils repeat: I have a stove in my house.

Teacher: I have a chest of drawers in my house.

Pupils repeat: I have a chest of drawers in my house.

Teacher: I have cabinets in my house.

Pupils repeat: I have cabinets in my house.

Teacher: I have beds in my house.

Pupils repeat: I have beds in my house.

Teacher: I have mirrors in my house.

Pupils repeat: I have mirrors in my house.

Teacher: I have tables in my house.

Pupils repeat: I have tables in my house.

Teacher: I have pictures in my house.

Pupils repeat: I have pictures in my house.

Teacher: I have closets in my house.

Pupils repeat: I have closets in my house.

Teacher: I have chairs in my house.

Pupils repeat: I have chairs in my house.

Teacher: I have lamps in my house.

Pupils repeat: I have lamps in my house.

Teacher: I have curtains in my house.

Pupils repeat: I have curtains in my house.

Teacher: I have dressers in my house.

Pupils repeat: I have dressers in my house.

Section 2 - Question and Answer Practice.

Note: These lists and practice drills are suggested ones only. The alert teacher should beware of the amount of material her class can accept in any one session.

A. Types of homes

Word list

brick
frame
stucco
tin
adobe
twelve
cave
hut
tent
narrow
tall
large
medium-sized
small
yellow
white
brown
beautiful
deep
dark
gray

Question-Answer Practice

Ask students questions.

Students answer questions in complete sentences.

Teacher: What kind of house do you live in?

Example of response: I live in a large brick house.

Teacher: What color is your house?

Example of response: My house is brown.

Teacher: What kind of house do you have?

Example of response: I have a tall, narrow, frame house.

Teacher: What kind of house do you live in?

Example of response: I live in a medium-sized, yellow, stucco house.

Teacher: Do you live in a tin house?

Example of response: I live in a small, gray, tin house.

Teacher: Will you describe the kind of house you live in?

Example of response: I live in a beautiful, white, adobe house.

Teacher: Do you have small houses in your neighborhood?

Example of response: There are many small huts in my neighborhood.

Teacher: How many families live in tents in your community?

Example of response: There are twelve families living in tents in my community.

Teacher: How many families live in mobile homes in your community?

Examples of response: There are several families living in mobile homes in my community.

B. Interior of a house

Word List

large
small
medium
kitchen
attractive
painted
one
two
dining room
beautiful
three
four
five
den
pink
unpainted
bathroom
bedroom
living room
blue

Question-Answer Practice

Ask students questions.

Students answer questions in complete sentences.

Teacher: How many rooms are there in your house?

Example of response: I have four large rooms in my house.

Teacher: What kind of rooms do you have in your house?

Example of response: I have a kitchen, dining room, bathroom and two bedrooms.

Teacher: Which rooms in your house are painted?

Example of response: My living room and my den are painted.

Teacher: How many rooms in your house are unpainted?

Example of response: There are three unpainted rooms in my house.

Teacher: Will you describe one of the five rooms in your house?

Example of response: I have an attractive small bedroom with blue and pink curtains.

Teacher: What different sizes are the rooms in your house?

Example of response: The rooms in my house are small, large, and medium-sized.

Teacher: What color did you paint your living room?

Example of response: I painted the living room walls a beautiful blue color.

C. Furniture

Word List

- furniture
- old
- new
- beds
- mirrors
- pictures
- chairs
- tables
- chest of drawers
- refrigerator
- curtains
- closets
- cabinets
- dressers
- lamps
- stove (electric range)
- television
- buffet
- china cabinet
- couch
- sofa
- divan
- record player
- appliances

Question-Answer Practice

Ask students questions

Students answer questions in complete sentences.

Teacher: Do you have old or new furniture in your house?

Example of response: I have new furniture in my den only.

Teacher: What pieces of furniture do you have in your living room?

Example of response: I have mirrors, pictures, chairs, tables, lamps and a sofa.

Teacher: Will you name the pieces of furniture in your bedrooms?

Example of response: I have beds, curtains, closets, dressers, lamps, chest and chai

Teacher: What pieces of furniture do you have in your den?

Example of response: I have a record player, television, couch, table, divan and pictures.

Teacher: Will you name your kitchen appliances?

Example of response: I have a refrigerator, stove, and a toaster.

Teacher: What pieces of furniture do you have in your dining room?

Example of response: I have a buffet, two china cabinets, a table and chairs.

FAMILY UNIT

Section 1 - Elementary Vocabulary and Simple Patterns

This could be the very beginning of this course. Use simple sentences to introduce the vocabulary. Very simple speech patterns are suggested here, but obviously there are many other patterns that could be used.

Examples: (Have students participate orally among themselves for practice in speaking English.)

What is your name?

My name is ____(?)____.

Where do you live?

I live in ____(?)____.

How are you?

I am fine, thank you.

I'm fine, thank you.

Fine, thank you. And you?

How are you?

Fine, thanks.

You are a teacher.

I am a student.

Introduce terms such as Mr., Mrs., husband, wife, woman, man, boy, girls, children, and married in simple sentences.

Sentences: (To learn orally)

I am a man.

I am Mr. ___(?)____.

I am married.

My wife is a woman.

My wife is Mrs. ___(?)____.

We have children.

I am a boy.

I am not married.

I am a woman.

I am Mrs. __(?)_____.

I have some (or #) brothers.

My husband is a man.

My husband is Mr. __(?)_____.

We have two children.

I am a girl.

I have some (or #) sisters.

Mr. ___(?)_____ is my __________. (husband)

Mrs. ___(?)_____ is my __________. (wife)

We have _________. (children)

Use other related words such as mother, father, daughter, son, sister, and brother that they are aware of, but don't give too many at a time. Try to use words that have already been used.

Sentences: (Orally)

I am the mother of 5 children.

I am the father of 5 children.

We have ____(?)____ sons and ____(?)____ daughters.

____(?)____ is my oldest daughter.

She is ____(?)____ years old.

____(?)____ is her sister.

She is ____(?)____ years old.

____(?)____ is my son.

He is ____(?)____ years old.

____(?)____ is his brother.

He is ____(?)____ years old.

____(?)____ is the baby in the family.

He is ____(?)___ ___ years old.

I have ____(?)____ children.

I am a ____(?)____ (father, mother) of ____(?)____ children.

Other related words: grandmother, grandfather, aunt, and uncle, cousin. niece, nephew.

Sentences: (Orally)

We go to visit grandmother.

We go to visit grandfather.

We visit our grandfather and grandmother.

My mother's sister visits grandmother.

She is my aunt.

My mother's brothers visit grandfather.

He is my uncle.

My uncle is married.

My uncle has children.

They are my cousins.

My mother is my cousin's aunt.

My father is my cousin's uncle.

My cousin is Mother's niece.

My cousin is Father's niece.

My cousin is Mother's nephew.

My cousin is Father's nephew.

Section 2 - Expanding the Vocabulary

This section contains suggested expansions of basic vocabulary which would probably be applicable within the family unit.

Members

Immediate

(1) Males - man, men, boys, Mr. (Mister)

   (a) Father - man, husband, Father, Daddy, Dad, Pop, age, name, occupation

   (b) Son - boy, man, junior, age, name, occupation

   (c) Brother - boy, man, husband, Daddy, age, name, occupation

   (d) Uncle - boy, man, husband, Daddy, age, name, occupation

   (e) Nephew - boy, man, husband, Daddy, age, name, occupation

   (f) Cousin - boy, man, husband, Daddy, age, name, occupation

   (g) Grandfather - man, husband, Daddy, age, name, occupation

(2) Females - women, girls, ladies, Miss, Mrs. (Missus)

   (a) Mother - woman, lady, Mother, Mommy, Mom, age, name, occupation

   (b) Daughter - girl, teenager, woman, Miss, lady, Mrs., age, name, occupation

   (c) Sister - girl, Sis, teenager, woman, Miss, Mrs., lady, age, name, occupation

   (d) Aunt - girl, teenager, woman, Miss, Mrs., lady, age, name, occupation

   (e) Niece - girl, teenager, woman, Miss, Mrs., lady, age, name, occupation

   (f) Cousin - girl, teenager, woman, Miss, Mrs., lady, age, name, occupation

   (g) Grandmother - woman, Mrs., lady, age, name, occupation

Section 3 - My Family and What They Like to Eat

A suggested lesson

(Translate) There are six in my family. My husband, three boys, a little girl and myself.

(Translate) Today for dinner we are going to eat meat patties.

meat patties - meat patties - meat patties

(Translate) My children like to eat meat patties. (Repeat)

My children like to eat meat patties.

My children like to eat meat patties.

(Translate) My husband does not like to eat them very often. (Repeat)

husband - husband - husband

does not like - does not like - does not like

to eat them often - to eat them often - to eat them often

My husband does not like to eat them often. (Repeat)

My husband does not like to eat them often.

My husband does not like to eat them often.

(Translate) Carlos and David like to eat buttered beets and creamed peas. (Repeat)

(Translate) buttered beets - buttered beets - buttered beets

creamed peas - creamed peas - creamed peas

(Translate) Carlos and David like to eat buttered beets and creamed peas. (Repeat)

(Translate) Gloria and Pepe like carrots and potatoes best. (Repeat)

Gloria and Pepe like carrots and potatoes best.

(Translate) carrots - carrots - carrots

and - and - and

best - best- best

potatoes - potatoes - potatoes

Gloria and Pepe like carrots and potatoes best. (Repeat)

(Translate) My husband and I like fresh lettuce and tomatoes. (repeat)

My husband and I like fresh lettuce and tomatoes.

fresh - fresh - fresh

lettuce - lettuce - lettuce

tomatoes - tomatoes- tomatoes

My husband and I like fresh lettuce and tomatoes. (Repeat)

My husband and I like fresh lettuce and tomatoes.

(Translate) All my family likes rice cream pudding. (Repeat)

All my family likes rice cream pudding.

All my family likes rice cream pudding. (Repeat)

All my family likes rice cream pudding.

All my family - All my family - All my family

likes - likes - likes

rice pudding - rice pudding - rice pudding

The children like to drink milk. (Repeat)

The children like to drink milk.

The children like to drink milk. (Repeat)

The children like to drink milk.

drink - drink - drink

drink - drink - drink

milk - milk - milk

The children like to drink milk. (Repeat)

The children like to drink milk.

(Translate) My husband likes coffee without cream or sugar. (Repeat)

My husband likes coffee without cream or sugar.

coffee - coffee - coffee

without - without - without

cream - cream - cream

coffee without cream - coffee without cream - coffee without cream

sugar - sugar - sugar

My husband likes coffee without cream or sugar. (Repeat)

My husband likes coffee without cream or sugar.

My husband likes coffee without cream or sugar.

I like coffee with cream and sugar. (Repeat)

I like coffee with cream and sugar.

I like coffee with cream and sugar. (Repeat)

I like coffee with cream and sugar.

Carlos, David, Pepe and Gloria are good children. They like to eat almost everything my husband and I eat. (Repeat three times slowly)

We are a happy family.

happy family - happy family - happy family

We are a happy family. (Repeat)

We are a happy family.

Now we are going to write the new words we have learned in our best handwriting.

Children - Children - Children

My - My - My

Husband - Husband - Husband

Eat - Eat - Eat

Meat - Meat - Meat

Peas - Peas - Peas

Carrots - Carrots - Carrots

Continue using sentence patterns revolving around family activities, such as eating meals together. But use the suggested vocabulary expansion - include words like grandmother, uncle, and cousin.

EMPLOYMENT UNIT

A Dialogue - Lesson 1

This is a dialogue to be used after students begin to achieve English proficiency. Repeat orally until meaning and pronunciation are obtained.

Q. Jose, do you work?

A. Yes, I do.

Q. Where do you work?

A. I work at a bakery.

Q. Good, Jose, do you like your work?

A. Yes, I do.

Q. Who is your boss?

A. Mr. Joe Brown.

Q. Where is the bakery?

A. Downtown.

Q. How far is this bakery?

A. Two blocks from here.

Q. What do you do in this bakery?

A. I help make the bread.

Q. What time do you go to work?

A. At seven a.m.

Q. What time do you get off?

A. At six o'clock (P.M.)

Q. How do you get to work?

A. In my car.

Q. How many people work with you.

A. Ten people work with me.

Q. Are they all men?

A. No, six men and four women.

Q. How long have you been working there?

A. A year.

Q. Good, do you have a day off?

A. Yes, I have a day off.

Q. Which day?

A. Thursday.

Q. What do you do on your day off?

A. I work.

Q. You work on your day off?

A. Yes, I fix T.V. sets.

Q. Wonderful, maybe you can fix mine someday.

A. Thank you, I would like to do that.

Applying for a Job - Lesson 2

This lesson stresses preparedness at least as much as actual dialogue. The first section, dealing with tips, can be turned into a complete series of discussions by the imaginative teacher.

Tips.

1. Dress neatly (Flash cards [big ones], sketches on board, etc. might be helpful)
2. Prepare personal information sheet. (Community resources people should be able to provide several examples of such forms.)
3. Be prepared to talk about yourself, kinds of work, etc.
4. Research the firm to be applied to for employment. What product,.etc.
5. Prepare (and practice asking) a list of questions about the job. (wages, hours, etc.)
6. Learn how (if time allows) to note information given at interview.
7. Be on time.
8. Go alone.
9. Know title of position applied for.

Dialogue should be modified to fit the occasion. This would be most suitable for a somewhat advanced group of students.

Interviewer: What can I do for you?

Interviewee: I am ______________. I want to apply for a job.

Interviewer: Please fill out this application form.

Interviewee: Yes sir, I will be happy to.

Interviewer: What is your work background?

(This can be extended indefinitely ... continue as fits the occasion.)

COMMUNITY HELPER UNIT

Resources - Lesson 1

This unit is to introduce to the student the many resources available to people at the local level.

A. Vocabulary

1. mailman
2. policeman
3. fireman
4. teacher
5. doctor
6. nurse
7. milkman
8. electrician
9. grocer
10. bus driver
11. truck driver

B. Expressions

1. Here's the mailman!
2. Where's the policeman?
3. Three firemen put out the blaze.
4. There's the teacher at the board!
5. Will I have to see the doctor?
6. Is Tom the bus driver?
7. He is a garbage collector.

C. Suggested Procedures

1. Introduction of vocabulary
2. Drills on pronunciations
3. Present common expression in story form.
4. Exercises for comprehension.

D. Comprehension Exercise

The Fire

Mr. Garcia, our mailman, told us about the fire. We called for the fire ingine which rushed to the scene.The policeman kept people from getting too close. A fireman got burned. So, an ambulance was called. He was rushed to the hospital. The man was helped by a doctor and nurse.

(Other stories could be devised by the teacher to encompass not only the other vocabulary words suggested here, but also a great many other words which might be useful to the student.)

Choose the correct answer

	1. mailman	_____ kept people away.
The	2. policeman	_____ got burned.
	3. fireman	_____ told about the fire.

Conversation - Lesson 2

Instructional Aids:

Pictures of community helpers at their respective jobs.

I. The Mailman - (show his picture - point to his uniform)

Teacher: The mailman wears a gray uniform.

What color is the mailman's uniform?

Class: The mailman's uniform is gray.

Teacher: (point to uniform) What does the mailman wear?

Class: The mailman wears a gray uniform.

Teacher: (point to mailbag) He carries letters in the mail bag.

What does the mailman carry?

Class; The mailman carries letters.

Teacher: What does he carry letters in?

Class: He carries letters in the mailbag.

Teacher: The mailman delivers letters every day except on Sundays and holidays.

When does he deliver letters?

Class: The mailman delivers letters every day except on Sundays and holidays.

Teacher: When doesn't the mailman deliver letters?

Class: He does not deliver letters on Sundays or holidays.

Teacher: (show newspaper,magazine, package. Identify each.) The mailman also delivers newspapers, magazines and packages.

What else does the mailman deliver?

Class: The mailman delivers newspapers, magazines, and packages.

Vocabulary for Lesson

mail	newspaper	mail bag	packages	letters
mailman	magazine	uniform	delivers	carry carries

Follow same procedure in motivating individual responses from your class using chain-drill method of question and answer between students in your ABE class.

Teacher: Juan, ask Maria, "What color is the mailman's uniform?"

Juan: Maria, what color is the mailman's uniform?

Maria: Juan, the uniform is gray.

Lesson 3 - Group 2

The milkman - (show a picture of milkman delivering milk. Identify the milkman and the milk.)

Teacher: The milkman delivers milk.
Who is this man?

Class: He is the milkman.

Teacher: What does the milkman deliver?

Class: The milkman delivers milk.

Teacher: (show picture of milk truck) The milkman drives a milk truck.
What does the milkman drive?

Class: He drives in a milk truck.

Teacher: Who walks more, the mailman or the milkman?

Class: The mailman walks more.

Teacher: Why?

Class: Because he doesn't drive a truck.

Teacher: The milkman's uniform is white.
What color is the milkman's uniform?

Class: The milkman's uniform is white.

Vocabulary presented with Lesson.

milk	truck
milkman	uniform
delivers	drive white

Chain-drill method of questions and answers.

Alma, ask Terry what the milkman delivers.

Alma: What does the milkman deliver?

Terry: The milkman delivers milk.

Tim, ask Dan what color the milkman's uniform is.

Tim: What color is the milkman's uniform?

Dan: The milkman's uniform is white.

Albert, ask Larry how the milkman delivers the milk.

Albert: How does the milkman deliver the milk.

Larry: He delivers milk in a milk truck.

Lesson 4 - Group 2

The Fireman (show picture and point to his uniform)

Teacher: The fireman wears a navy blue uniform.
What color is the fireman's uniform?

Class: The fireman's uniform is navy blue.

Teacher: The fireman wears high black boots.
What does the fireman wear on his feet?

Class: He wears boots on his feet.

Teacher: What do the boots look like?

Class: They are black and high.

Teacher: What does the fireman wear?

Class: He wears high, black boots.

Teacher: (point to helmet) The fireman wears a red helmet.
What does the fireman wear on his head?

Class: He wears a helmet on his head.

Teacher: What color is the helmet?

Class: The helmet is red.

Teacher: What does he wear on his head?

Class: He wears a red helmet.

Teacher: The fireman drives a red fire engine.
What does he drive?

Class: A fire engine.

Teacher: What color is the fire engine?

Class: Red.

Vocabulary presented with lesson

- fire
- fireman
- fire engine
- uniform
- boots
- helmet

Chain-drill

Mrs. Lucio, ask Mr. Casas what color

Mrs. Lucio: What color is the fireman's uniform?

Mr. Casas: The uniform is navy blue.

Mr. Garcia, ask Miss Jones what the fireman wears on his head.

Mr. Garcia: Miss Jones, what does the fireman wear on his head?

Miss Jones: The fireman wears a helmet on his head.

COMMUNITY RESOURCES UNIT

COMMUNITY

R econstruct
E ducation
S o
O ur
U seful
R esources
C hallenge
E ntire
S ociety

The Public Library

This lesson can be adapted to the other community resources with variation in vocabulary, etc.

1. Vocabulary: library - librarian - shelves - books - card catalog - dewey decimal system - check out - newspaper rack - fiction - non-fiction - biography - auto-biography - history - science - adventure - short stories - poetry - poems - music - mystery - section - reference books - authors - volume - information - publishers - alphabetical order - encyclopedia

2. Sentence patterns
   a. have students listen - repeat with you as class
   b. use small group with rotating leader listen and repeat

I went to the	library librarian's desk card catalog fiction section non-fiction section newspaper rack restrooms check-out desk reference section

I would like to find a/an

- science book
- adventure book
- mystery book
- history book
- poetry book
- biography book
- auto-biography book
- fiction book

please.

You would find that book in the

fiction section	at the back of the room.
non-fiction section	at the front of the room.
921 (biography) section	at the front of the room.
921 (autobiography) section	at the front of the room.
history section	on that side of the room.
science section	in the middle of the room.
reference section	at the front of the room.

I would like information about

- the equator
- the Presidents of U. S.
- the moon
- the first colonies of the U. S.

You can find that information in

- volume E
- volume P
- volume M
- volume C

of the encyclopedia in the reference section.

I would like to check out this book on

- science.
- history.
- poetry.

I would like to check out this

- biography.
- auto-biography.
- mystery.

I would like to check out this book of

- piano music.
- folk songs.
- poetry.
- poems.
- short-stories.
- guitar lessons.
- children's stories.

I would like to check out this

- adventure
- mystery
- history
- science
- music

book.

Audio Visual Teaching Aids

Community Helpers series: Popular Science. Grades 1 - 3. Pictures are old and about children visiting commercial and historical points of interest. Pictures are excellent and sophisticated enough for adults.

Railroad Transportation Series: Instructional production company. Excellent pictures for people in this stage. Vocabulary is more suited to elementary stage.

Story of Communication series: 1953 Eye Gate House, Inc., 146-01 Archer Ave., Jamaica, New York 11435. Appeals to Adults; vocabulary approximately at grade levels 5 - 6.

Community Resources for Teachers in Adult Basic Education

Public Library

School library

Labor unions

Social Security office

Department of Public Welfare

Public Health Agency

Local Office of National Safety Council

Better Business Bureau

Colleges and Universities

Mental Clinics

Health Clinics

Dental Clinics

Employment Agencies

Local Business and Industry

Family Counseling Agency

Child Welfare Agency

Police Department

Fire Department

Home Economics Departments of Local Public Utility Companies

Driver Education Teachers

Child Psychologists

Art and Sciences Museums

Local Historical Landmarks

Recreation Centers

Civic Organization

Ministers

Transportation: air, land (surface), water, underground

GOVERNMENT UNIT

Section 1 - Overview

The objectives of citizenship education should be to acquaint adult citizens with the heritage of our democratic way of life, to help them appreciate and understand their rights and assume responsibilities and obligations as citizens of the local community, state, nation and the world.

In order to meet these objectives, materials should be available for reading and discussion:

Important historical events - state, nation
Important men and women - state and nation
Principles upon which our democracy was built (Bill of Rights - Constitution)
Government in action - local, state, nation
Responsibilities and privileges of citizens
World responsibilities

1. Understanding government in action
   a. Types of governmental services: (supported by taxes, voting and holding public office)
      employment
      health
      welfare
      school
      protection
      public works

b. Participation in forms of government:

school board

city council

county commissioners court

board of supervisors

follow-up groups

    PTA - Dad's Club

    civic groups

    club groups

    church members

local, state, federal elections

c. Privileges and responsibilities: registration and preparation for voting

availability for public office

obtaining driver's license

public education

welfare benefits

serving in Armed Forces

freedom of religion

freedom of speech

freedom of assembly

freedom of press

right to life, liberty, and the pursuit of happiness

Social Security

Medicare

Section 2 - A Man Going to Vote

Vocabulary Words

vote, voting, voting booth, election, voting precinct, ballot, qualifications, candidates, cast, opponents, eligible, clerke, judges, voting machine, officials, voter's registration certificate, voter's guide, running, public office, opponents.

Lesson sample - a story to be read first by you and then discussed with the class.

A MAN GOING TO VOTE

Mr. Brown read the voter's guide to prepare for the coming election. He learned facts about each candidate's qualifications for the public office for which he was running. (for the public office for which he was seeking election)

On the day of the election, Mr. Brown went to the voting precinct to cast his ballot. He presented his voter's registration certificate to the clerk to show that he was eligible to vote in that precinct. While he was standing in line to go to the voting booth he saw the official judges.

They instructed him in how to use the voting machine before he entered the booth. After he entered he read the instructions and the complete ballot before he made his choice. He made his choice of candidates and left the booth. He left the booth hoping that his choice of candidates would win, but willing to accept the opponents' decision if they won.

Your State Government. Long Filmslide Service, 7505 Fairmont Ave., El Cerrito, Calif. 94530. Vocabulary is of grades 8-9, but information is pertinent and beneficial to adults.

Bill of Rights. Encyclopedia Brittanica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. 60091. Old filmstrip, and vocabulary is difficult. Must be handled by teacher, mainly.

Old Federal Government Series. Filmstrip House, 347 Madison Ave., New York, New York 10017. Variable vocabulary, accurate facts and excellent pictures.

My Country. Edwin H. Smith and Florence Radenlutz, Steck-Vaughn Co., Austin, Texas.

Our Government. Book 3, Federal Textbook on citizenship, United States Government Printing Office, Washington, D. C.

Our American Way of Life. Book 1, Federal Textbook on citizenship.

Our United States. Book 2, Federal Textbook on citizenship.

JOB UNIT

Lesson 1 - Learning the Vocabulary

Vocabulary

Social Security Card

job

near(est)

card

application

Teaching Suggestions:

Repeat these words as many times as necessary. Translate if students do not know what the words mean. Bring to class real application forms, etc. Contact a person who works for the Social Security Office and/or Employment office and have him speak to the class.

Use these words in the sentences below.

1. Harry must have a (social security card).
2. Almost all (jobs) are covered by social security.
3. Harry went to the (nearest) social security office.
4. They asked for an identification (card).
5. A man in the office gave Harry an (application) blank.

Lesson 2

form

number

sign

boss

money

amount

social security office

Use these words in the sentences below.

1 He said, "I can fill in the ____(form)________ for you."

2. When the form was filled in, the man gave Harry a ____(number)__________.

3. The social security card had a long (number) and Harry's full name on it.

4. There was a line for Harry to ____(sign)____ his name.

5. Harry must show this card to his new ____(boss)____.

6. The boss writes Harry's ____(name)____ in his book.

7. The boss keeps some ____(money)____ from Harry's pay.

8. He takes the same (amount) each month and sends the money to the ____(Social Security)____ office.

Lesson 3

Introduce each word by going over it as many times as necessary. Use these words in short sentences of your own. Have students repeat sentences.

job
out of work
change
alone
people
neighbors
ask

belong
club
need
newspaper
employment
free of charge
union representatives

Lesson 4 - These will be topics for oral class discussion.

1. Do you need a job?
2. Are you out or work?
3. Do you want to change your job?
4. Tell your friends and neighbors that you want a job.
5. Tell your union representative if you want to change your job.
6. Read the HELP WANTED part of your newspaper.
7. The State Employment Service will help you find a job.
8. Your adult school teacher will help you.

Lesson — Suggestions: For variation ask students to say the plurals of each one of these words.

1. job
2. friend
3. neighbor
4. club
5. meeting
6. you
7. number
8. card
9. adult
10. write
11. form
12. application
13. office
14. name

Ask pupils to say these words in the past tense. Ask students to use each word in the past tense in a sentence.

1. need	1. (Example) needed
2. work	2. ________________
3. help	3. ________________
4. want	4. ________________
5. belong	5. ________________
6. ask	6. ________________
7. change	7. ________________
8. talk	8. ________________
9. find	9. ________________
10. tell	10. ________________
11. pay	11. ________________
12. read	12. ________________

Lesson 6 - These are some topics for oral discussions. Remember these things.

1. Unemployment insurance is not charity.
2. This is a service to you from your government.
3. It is your right (privilege), becuase you live in this country.
4. Your State Employment Service will try to find work for you.
5. You must look around for work, too.
6. You must report to thr Unemployment Insurance Office each week.
7. Unemployment Insurance will not give you the full amount you made on the job.
8. The money will help to pay the rent and buy food until you find work.

Lesson 7 - "A Job Interview"

Teaching Suggestions: Introduce the words below by repeating them as many times as necessary. Introduce a few words at a time.

1. appointment
2. foreman
3. factory
4. interview
5. early
6. neatly
7. combed
8. clean
9. called
10. stood
11. until
12. listened
13. carefully
14. question
15. thought
16. before
17. exactly
18. reference letters
19. report for work
20. hired

Lesson 8 - For Class Discussion

Teaching Suggestions: Use the following in dialogue to conduct a class discussion.

1. John had an appointment to talk about a job.
2. He was to see the foreman at the factory at 8 a.m., Thursday.
3. He had an appointment for a "job" interview.
4. John went to the interview alone, not with friends.
5. He arrived at the foreman's office five minutes early.
6. John was dressed neatly for the interview.
7. His hair was combed. His hands and shoes were clean.
8. He stood until he was asked to sit down.
9. John had reference letters from his last two jobs.
10. The foreman hired John and told him when to report for work.

PARTS OF THE BODY UNIT

This word list should be divided into several short lessons.

1. head
2. hair
3. forehead
4. face
5. eyes
6. nose
7. ears
8. cheek
9. chin
10. mouth
11. teeth
12. lips
13. eyebrows
14. eyelids
15. eyelashes
16. neck
17. chest
18. shoulders
19. back
20. elbow
21. arms
22. hands
23. fingers
24. fingernails
25. thumb
26. fist
27. wrist
28. stomach
29. waist
30. hips
31. legs
32. knee
33. foot
34. feet
35. toes
36. ankle
37. heel
38. toenails

Take a few words at a time (8 or 10). Stand in front of the class. One suggested procedure is to say the word twice in English while the students listen. Have the students repeat the word twice and now and then have one or two students recite it individually. Use the same procedure with the sentence pattern which may introduce a new word. When repeating a word or sentence pattern, gesture to your students for a response. As you proceed, point to the part of the body being taught or use pictures that illustrate the part and action described. It might be wise to vary presentations to avoid monotony, and with easy or troublesome words in patterns.

Lesson 1 - The Head

1. head:

head - head (students repeat)

Pointing to your head or a picture, ask, "What is this, Mrs. Martinez?" Stude

answers "head".

This is my head. This is my head. (students repeat)

Mrs. Martinez, repeat, please: (student repeats sentence)

I move my head. I move my head. (students repeat)

move - move (students repeat)

I move my head. (students repeat)

Mr. Solis, please repeat after me, "I move my head." (student repeats)

2. hair:

hair - hair (students repeat)

This is my hair. (point) This is my hair. (students repeat)

a. My hair is gray. My hair is gray. (students repeat)

gray - gray (students repeat)

My hair is gray. (students repeat)

b. I brush my hair. I brush my hair. (students repeat)

brush - brush (students repeat)

I brush my hair. (students repeat)

c. I comb my hair. I comb my hair. (students repeat)

comb - comb (students repeat)

I comb my hair. (students repeat)

3. Forehead:

forehead - forehead (students repeat)

a. This is my forehead. (point) This is my forehead. (students repeat)

b. My forehead is hot. My forehead is hot. (students repeat)

hot - hot (students repeat)

My forehead is hot. (students repeat)

4. face:

face - face (students repeat)

This is my face. This is my face. (students repeat)

a. My face is clean. My face is clean. (students repeat)

clean - clean (students repeat)

My face is clean. (students repeat)

b. I wash my face. I wash my face. (students repeat)

wash - wash (students repeat)

I wash my face. (students repeat)

5. eyes:

eyes - eyes (students repeat)

These are my eyes. These are my eyes. (students repeat)

a. I see with my eyes. I see with my eyes. (students repeat)

see - see (students repeat)

I see with my eyes. (students repeat)

b. Please close your eyes. Please close your eyes. (students repeat)

close - close (students repeat)

Please close your eyes. (students repeat)

c. Please open your eyes. Please open your eyes. (students repeat)

open - open (students repeat)

Please open your eyes. (students repeat)

6. nose:

nose - nose

This is my nose. This is my nose.

I blow my nose. I blow my nose.

blow - blow

I blow my nose.

7. ears:

ears - ears

I have two ears. I have two ears.

a. I hear with my ears. I hear with my ears.

hear - hear

I hear with my ears.

b. My ear hurts. My ear hurts.

hurts - hurts

My ear hurts.

8. teeth:

teeth - teeth

These are my teeth. These are my teeth.

a. I brush my teeth. I brush my teeth.

brush - brush

I brush my teeth.

b. My children brush their teeth. My children brush their teeth.

children - children

My children brush their teeth.

c. I chew with my teeth. I chew with my teeth.

chew - chew

I chew with my teeth.

Lesson 2 - The Chest and Upper Extremities

1. back:

   back - back

   That is my back. That is my back.

   back - back

   That is my back.

   My back aches. My back aches.

   aches - aches

   My back aches.

2. chest:

   When you believe there might be difficulty with a grapheme sound, such as the "ch" sound, you might wish to repeat the "ch" sound, and emphasize the word by repeating it and then give the sentence pattern. Be careful with this one.

   chest - chest

   ch - ch - ch

   chest

   This is my chest. This is my chest

   chest - chest

   This is my chest.

3. arm:

   For variation, introduce a new word in a sentence pattern.

   a. This is my (an) arm. This is my (an) arm.

      arm - arm

      This is my arm.

   b. This is my right arm. This is my right arm.

      right - right

      This is my right arm.

c. This is my left arm. This is my left arm.

left - left

This is my left arm.

d. My boy broke his arm. My boy broke his arm.

broke - broke

My boy broke his arm.

e. Those are arms. Those are arms.

arms - arms

Those are arms.

4. thumb:

Another variation for introducing a new word is to say the new word once, have the students immediately repeat it in unison, you say it again, and gesture for their second response.

You: Repeat, please: thumb
Students repeat: thumb
You (gesturing): thumb
Students respond: thumb

This is my thumb. This is my thumb.

thumb - thumb

This is my thumb.

My baby sucks his thumb. My baby sucks his thumb.

sucks - sucks

My baby sucks his thumb.

Introduce a review of the words learned earlier, too.

5. head (students repeat)

   a. I turn my head. I turn my head.

      turn - turn

      I turn my head.

   b. He was hit on the head. He was hit on the head.

   w was hit - was hit

      He was hit on the head.

6. eyes (students repeat)

   Mrs. Guerro has brown eyes.

   brown - brown

   Mrs. Guerro has brown eyes.

Continue through the word list in any order that seems appropriate. Fingers, the nails, fist, wrist, and elbow might be introduced next. Your students may set the course for you. Remember not to teach in the same style or use the same pattern continuously. Your students may become bored at the overuse of a "this is ___" or "that is a _____" pattern quickly since those patterns are used extensively. E.g., see the School Unit.

HEALTH

Teach the word list below and have the students understand the harm the diseases can cause. Go slowly in short lessons.

Discuss community services available, such as the County Tuberculosis Society, the Mobile X-Ray Van, the American Cancer Society, and the services they provide. Use Spanish, if necessary.

Emphasize visiting a doctor once a year for a physical examination and visiting a dentist twice a year for a check up and having teeth cleaned, if necessary.

Word List

health
habit
bathed
bath
brush
comb
ingrown toenail
self
medication
pneumonia
bad breath
meal
snacks
mouthwash
cavity - hole in tooth
filling

precious
possessions
sewing
balanced
diet
medication
clinic
innoculations
vaccinations
prevention
measles
polio
mumps
diphtheria
small pox
tetanus

lock jaw
whooping cough
flu
cancer
blood pressure
blood count
tuberculosis
germs
transferred
humans
lungs
bones
spitting
coughing
treatment

Section 1

Personal Cleanliness - Good health habits everyone must acquire.

Teach these concepts:

Habit (from examples in the word list) - something done over and over until it becomes automatic and a person does it without thinking.

1. Washing the face first thing in the morning and several times during the day.
2. Washing hands before eating or handling foods to be eaten.
3. Washing anything that goes in the mouth such as baby's toys before he plays with them.
4. Taking a bath at least once a day.
5. Washing the hair at least once a week and washing the comb and brush at this time.
6. Brushing and combing hair often each day.
7. Cleaning fingernails and toe nails so they always look clean.

   Suggestion: Keep fingernails short and cut toenails across and be careful not to get an ingrown toe nail. If this happens, don't practice self-medication. See a doctor.
8. Bad breath: one cause is not brushing teeth properly after each meal or snack. Mouthwash is also recommended. If it persists, see a doctor.
9. Visit the dentist two times a year and whenever you suspect a cavity. When caught in time the tooth can be saved by filling it.

10. The eyes are one of the most precious possessions and must be cared for properly.
    a. Use correct lighting for sewing and reading.

b. Rest your eyes.

c. Have eyes checked once a year.

d. If you need glasses, wear them.

e. Eat a balanced diet.

f. Don't sit close to the TV set. A rule of thumb is to back away one foot for every inch of diagonal measurement of the picture tube. For example, if the set has a 10 inch tube, sit at least 10 feet away from the set.

g. Beware of using someone else's glasses or eye medication.

11. Ears: Clean ears regularly. Do not put anything small in your ears. Never use a bobby pin, toothpick, or the like. Only the doctor should take out excess wax.

12. Feet: They carry the weight all day. Be kind to them and use comfortable shoes and stockings. Keep your feet dry. Use powder and change socks or hose daily to prevent athlete's foot.

Section 2 - Family Health Needs

1. Inoculations - shots and vaccinations to prevent diseases; scheduled as suggested by your doctor or health clinic.

   For prevention of:

   measles
   polio
   mumps
   diphtheria
   small pox
   tetanus (lock jaw)
   whooping cough
   colds and the flu (influenza)

Everyone needs a check up at least once a year, which should include a check for:

1. cancer
2. blood pressure and blood count abnormalities
3. tuberculosis

Communicable diseases are caused by germs and can be transferred to other humans.

1. Tuberculosis usually affects the lungs and breathing, but can also affect the bones. Drinking from cups which have been used before or are poorly washed, eating from plates and other dishes which have been used or are poorly washed, and spitting in public places can transfer this disease. Symptoms:

   Excess coughing, loss of weight, and possibly pain in the chest. Check with your doctor. Early treatment is essential. Have a chest X-ray once a year.

2. Pneumonia - untreated colds can lead to pneumonia. A severe cold should be treated by a doctor.

UNDERSTANDING OUR NUMBER SYSTEM

Have students learn the number names for number symbols. Students should first become familiar with the numbers 1-10, then, 11-100. Make sure the students are able to recognize symbols through practice drills. Give demonstrations: Hold fingers at random, asking: "How many fingers do you see?" All of this is done in the English language before you can proceed to the use of numbers.

Use numbers essential for everyday living, such as telephone numbers, addresses, including zip code, and prices.

This is a prerequisite to the number facts: Fully explain the math symbols. example: +, -, x, ÷, =, etc. Use very simple problems for illustration. Also bring in numbers that deal with money problems. Show different ways to write monetary values; for example, 90¢ and $.90.

Exercise:

Show students the number symbols and have each pupil repeat several times. Use flash cards or chalkboard to illustrate objects.

Show	Say	Student repeat
1	one	O-n-e
2	two	T-w-o
3	three	T-h-r-e-e
4	four	F-o-u-r
5	five	F-i-v-e
6	six	S-i-x
7	seven	S-e-v-e-n

Do this until you reach "ten".

Then have students say more than one number. Some may be able to say more than others. Show: 1, 2, 3. Say, "one, two, three." (Each student repeats) O-n-e, T-w-o, T-h-r-e-e.

Then try more numbers until each student can count from 1 through 10. Once they can count and recognize these numbers, proceed to other numbers. Remember to let each student work at his own rate.

When the students are able to identify the numbers, move to numbers essential to them, such as the numbers on the face of a clock. (See next unit, "Telling Time.")

Exercise:

Have student write his or a friend's phone number __________

Have student write his or her address (Using zip code)

Example: My address is: 1428 Old Street
All Point, Texas 60003

This drill will take more individual attention, but work slowly and have them write at least 10 different addresses, using U. S. Post Office's suggested letter format.

After the pupils are able to master this assignment have (very simple) drills using symbols:

Show	Say	Have students say
+	plus	P-l-u-s
-	minus	M-i-n-u-s
x	times	T-i-m-e-s
÷	divide	D-i-v-i-d-e
=	equal	E-q-u-a-l

TELLING TIME UNIT

This unit follows a section on numerals. Beginning students start with the simplest patterns. Other students can review and then go into more complex patterns. Make use only of patterns which would help your students.

Lesson 1 - What Time Is It?

Teacher: What time is it?

Student repeats: What time is it?

Teacher: It is seven o'clock.

Student repeats: It is seven o'clock.

Teacher: What time is it, please?

Student repeats: What time is it, please?

Teacher: It is ten past seven.

Student repeats: It is ten past seven.

Teacher: It is 7:10.

Student repeats: It is 7:10.

Teacher: It is ten minutes to seven.

Student repeats: It is ten minutes to seven.

(Practice different patterns of telling time.)

Lesson 2 - Do You Have a Watch?

Teacher: Do you have a watch?

Student repeats: Do you have a watch?

Teacher: Yes, I have a watch.

Student repeats: Yes, I have a watch.

Teacher: What time do you have?

Student repeats: What time do you have?

Teacher: I've got 7:30.

Student repeats: I've got 7:30.

Teacher: No, I don't have a watch.

Student repeats: No, I don't have a watch.

Teacher: I'm sorry. I left my watch home.

Student repeats: I'm sorry. I left my watch home.

Teacher: What kind of watch is it?

Student repeats: What kind of watch is it?

Teacher: It's a Timex wristwatch. (Gruen, Bulova, Omega)

Student repeats: It's a Timex wristwatch.

(Then each student can tell what kind of watch he has. ("Mine is a Helbrose".)

Teacher: Do you see anyone wearing a watch?

Student repeats: Do you see anyone wearing a watch?

Teacher: Yes, Maria has a watch. Jose has a watch.

Student repeats: Yes, Maria has a watch. Jose has a watch.

Lesson 3 - Clocks and Watches

Teacher: Do you see a clock in the room?

Student repeats: Do you see a clock in the room?

Teacher: Yes, there is a clock on the wall.

Student repeats: Yes, there is a clock on the wall.

Teacher: What is the difference between a watch and a clock?

Student repeats: What is the difference between a watch and a clock?

Teacher: The difference is in the size and where they are kept.

Student repeats: The difference is in the size and where they are kept.

Teacher: A watch is small. A clock is big.

Student repeats: A watch is small. A clock is big.

Teacher: A watch is carried in your pocket or worn on your wrist.

Student repeats: A watch is carried in your pocket or worn on your wrist.

Teacher: A clock hangs on the wall or sits on a table.

Student repeats: A clock hangs on the wall or sits on a table.

Lesson 4 - The Day's Activities

Teacher: At what time do you get up in the morning?

Student repeats: At what time do you get up in the morning?

Teacher: I get up at seven, etc.

Student repeats: I get up at seven, etc.

Teacher: What time do you go to work?

Student repeats: What time do you go to work?

Teacher: I go to work at eight o'clock.

Student repeats: I go to work at eight o'clock.

(Explain that "when" means the same as "at what time" or "what time" and is preferred when asking a question about someone doing something. "What time is it" is asked for "what hour is it".

Teacher: When do you have lunch?

Student repeats: When do you have lunch?

Teacher: I have lunch at 12 O'clock.

Student repeats: I have lunch at 12 O'clock.

Teacher: When do you go back to work?

Student repeats: When do you go back to work?

Teacher: I go back (return) to work at ____(one)___ o'clock.

Student repeats: I go back (return) to work at __(one)___ o'clock.

Teacher: When do you go home?

Student repeats: When do you go home?

Teacher: I go home at five o'clock.

Student repeats: I go home at five o'clock.

Teacher: When do you have supper (dinner)?

Student repeats: When do you have supper (dinner)?

Teacher: I have supper (dinner) at 6 o'clock.

Student repeats: I have supper (dinner) at 6 o'clock.

Teacher: When do you go to bed?

Student repeats: When do you go to bed?

Teacher: I go to bed at ___(ten)___ o'clock.

Student repeats: I go to bed at ___(ten)___ o'clock.

Teacher: When is the picnic?

Student repeats: When is the picnic?

Teacher: Tomorrow night at seven.

Student repeats: Tomorrow night at seven.

Teacher: When did you come to school today?

Student repeats: When did you come to school today?

Teacher: At __(seven)__ this evening.

Student repeats: At __(seven)__ this evening.

LEGAL RIGHTS

This unit could be presented, as it stands, to a medium or high level group of students who are well along in their studies. With a few simplifications of dialogue and sentence patterns, it might well be used with lower-level students. Its basic purpose is to create curiosity and discussion concerning legal rights and problems. Bear in mind that the presentation can and should be varied to bear on any of a number of facets of legal rights. The imaginative teacher should be able to create a number of different situations using the vocabulary as a starting point.

Suggested Vocabulary

officer
policeman
patrolman
patrol car
police car
lawyer

trial
jury
judge
corporation
fine
appeal

speed limit
law enforcement officer
citizen
zone
guilt

Suggested Dialogue (between two teachers, or teacher and aide):

Policeman: Good evening, sir. May I see your driver's license?
Citizen: Yes sir, here it is.

Policeman: Take the driver's license out of your billfold, please.
(At this point a discussion might be initiated concerning reasons why the billfold [or purse] should not be given to the policeman)
Citizen: Excuse me. Here it is.

Policeman: Sir, you were going too fast. You were exceeding the speed limit. In this zone you must not drive over fifty miles an hour.

Citizen: I didn't realize I was driving that fast. I am sorry.

Policeman: (Giving citizen a ticket) This is a citation for speeding. Please sign your name here. This is not an admission of guilt. If you think you were not speeding, you may take this citation to corporation court.

Citizen: Where is this corporation court?

Policeman: The corporation court is in the county court house. The address is on the citation.

Citizen: How much money will the fine be?

Policeman: There is a chart on the back of the citation, sir.

Citizen: If I go to corporation court, will there be a jury?

Policeman: No sir, not unless you ask for a jury. The judge will hear both sides of the case and decide.

Citizen: Will I have to have a lawyer?

Policeman: You may bring a lawyer if you want to. Please, drive more slowly.

Citizen: Yes sir, thank you, officer.

As variations on this suggested dialogue, the teacher might create related situations, such as:

the citizen telling a friend about his experience with the policeman.
the citizen meeting with a lawyer.
the citizen before a judge in corporation court.

Suggested Resources

Have a policeman (especially if he speaks the student's first language) speak to the class.

Have a lawyer, judge, etc. speak to the class.

The Legal Aid office in your city will probably be glad to speak. The Texas Bar Association provides speakers to groups on the subject of legal rights.

Films are usually available on this and related subjects from various local agencies, such as:

- local public schools or public library
- the state department of public safety
- the police department
- the local community action program

LISTENING TAPES

Introduction

Audio tape recordings of sentence pattern drills and conversational English, the latter usually in the form of dialogues, are becoming increasingly popular in Adult Basic Education classes. Tapes lend themselves well to individualized instruction.

The following scripts are suggested for recording by you for your student's use, with either a standard reel tape recorder or, preferably, a cassette tape recorder. Cassettes protect the tape, are easy to use, store, and retrieve from storage. They come in just the right lengths for one lesson on a side.

SENTENCE PATTERN DRILLS (For Tape)

The words used in this drill will be given once with time for the students response:

Teacher: This is a school.

Student: This is a school.

Teacher: This is ______________ School.
(name of school)
Student: This is ______________ School.
(name of school)

Teacher: This is a room.

Student: This is a room.

Teacher: This is room __________.
(room number)
Student: This is room __________.
(room number)

Teacher: This is a seat/desk/chair.

Student: This is a seat/desk/chair.

Teacher: This is a book.

Student: This is a book.

Teacher: This is an English book, etc.

Student: This is an English book.

Teacher: This is a chair.

Student: This is a chair.

Teacher: This is my chair.

Student: This is my chair.

Teacher: This is a man.
Student: This is a man.

Teacher: This is a woman.
Student: This is a woman.

Teacher: What is your name?
Student: What is your name?

Teacher: My name is Mr. Castro.
Student: My name is Juan Montez.

Teacher: What is his name?
Student: What is his name?

Teacher: His name is Mr. Benevides.
Student: His name is Mr. Benevides.

Teacher: What is her name?
Student: What is her name?

Teacher: Her name is Miss Garcia.
Student: Her name is Miss Garcia.

Teacher: I am here.
Student: I am here.

Teacher: You are here.
Student: You are here.

Teacher: He is here.
Student: He is here.

Teacher: She is here.
Student: She is here.

Teacher: We are here.
Student: We are here.

Teacher: You (all) are here.
Student: You (all) are here.

Teacher: Where are they?
Student: Where are they?

Teacher: Where is it?
Student: Where is it?

Teacher: When will you be going?
Student: When will you be going?

Teacher: How do you do?
Student: How do you do?

Teacher: How is your cold (cough)?
Student: How is your cold (cough)?

Teacher: Why don't you see a doctor?
Student: Why don't you see a doctor?

Listening Comprehension with Response (for tape)

Question

Teacher: Why is the couple going to the restaurant?

Passage

Teacher: A man comes home late because he's been busy at his office. He's very hungry and expects his dinner as soon as he gets home. Naturally, he's very unhappy when he finds out that dinner isn't ready. Very angry, he announces to his wife: "I'm going out to eat at a restaurant."

"Wait ten minutes," says his wife.

"Will dinner be ready in ten minutes?" asks the husband.

"No, of course not," she answers, "but I'll be ready to go out with you in ten minutes."

Teacher: Now -- the question again is: "Why is the couple going to the restaurant?"

A. Because his wife has been working at the office all day

B. Because the husband can't cook

C. Because dinner isn't ready

D. Because the husband doesn't like the way his wife cooks

Teacher: Which answer is correct?

Answer: __C__.

Conversational English (for tape)

(Listening)

ORDERING FOOD AT A RESTAURANT

Waitress: May I help you?

Customer: I'd like to see a menu, please.

Waitress: Would you like to order now?

Customer: Yes. I'd like the number three special.

Waitress: Would you like coffee, tea, or milk to drink?

Customer: Coffee, please.

Waitress: What kind of bread would you like with your dinner?

Customer: Oh, whole wheat, I guess.

Waitress: I'll get your order as fast as I can.

Customer: Fine.

Waitress: Here you are.

Customer: Good, it looks delicious.

Waitress: Is there anything else?

Customer: No, thank you.

Waitress: Pay at the cashier's counter, please. Come back to see us. Thank you.

Customer: You're welcome.

Conversational English (for tape or classroom use)

GOING TO THE RESTAURANT

Characters:

C - Customer

W - Waitress

Dialogue I

W - May I help you?

C - Coffee, please.

W - With cream and sugar?

C - Yes Please

No just cream "

No just sugar "

No black coffee "

W - Is there anything else?

C - No, thank you

C - How much is it?

for the coffee?

do I pay?

W - 10¢ please

W - Thank you, come back

C - You're welcome.

Dialogue II
(for tape or classroom use)

W - May I help you?

C - Tea, please

W - Do you want iced tea or do you want it brewed?

C - Hot tea, please
Iced tea, please

W - Is there anything else?

C - No, thank you.

(drinks tea, Coke, etc.)

C - How much is it?
for the tea, Coke, etc.?
do I pay?

W - 10¢ please

(C pays waitress)

W - Thank you. Come back.

C - You're welcome.

Dialogue III

Coke

large or small

large small bottle	please

Procedure is the same as for Dialogue I and II.

Dialogue IV

Same as above by adding doughnuts, plain, sugared, glazed, or with coffee.

Dialogue V

Same as above using coffee and pie.

W - What kind?

C - What do you have?

W - We have lemon, apple, etc.

C - I think I'll have apple.

W - Yes, sir.

C - Oh, and make it a-la-mode.

Conversational English (for tape)

GOING TO THE DEPARTMENT STORE

(Listening)

Clerk: May I help you, please?

Mrs. Garza: Yes, thank you. I'd like to buy a new coat, but I'm not sure what style or size.

Clerk: We have a good selection right over here, lady. If you'll just pick out something you like, you can try it on and see how it fits. What size do you wear?

Mrs. Garza: Oh, 18 or 20, I think.

Clerk: Try one of these and see if it fits you.

Mrs. Garza: This one fits but I don't like the color. May I try that one?

Clerk: Certainly.

Mrs. Garza: Oh, this one fits perfectly and just the color I want. What is the price of this one?

Clerk: This coat is $18.00.

Mrs. Garza: I'll take it.

Clerk: I'll have it wrapped up for you and bring your change back.

(After awhile)

Clerk: Here is your change and I thank you very much.

Mrs. Garza: Thank you. Goodbye.

Conversational English (for tape)

(Listening)

GOING TO THE SHOE STORE

Clerk: May I help you?

Customer: I'm just looking around.

Customer to Clerk: Do you have size 7 in this shoe?

Clerk: I'm sorry. We only have size 6 in that. That's why they're on sale. We have these in your size. Do you like them?

Customer: Let me see them. How much did you say they were before being marked down?

Clerk: They were $20.00 shoes. They are reduced to $7.99. Would you like to try them on?

Customer: Yes, please.

Clerk: They look very pretty on you.

Customer: Oh, well, I don't know. My feet look too big in them. Maybe you had better give me a 6 1/2.

Clerk: Here you are, ma'am. Will you try them on, please?

Customer: Let's see. Somehow, they don't feel comfortable.

Clerk: They are too small for you. You know 7 is your size.

Customer: Well, they make my feet look too big.

Clerk: But your feet don't fit in the smaller ones.

Customer: I guess I better not get any shoes. Thank you!

Customer (aside): Poor clerk! I'm glad I'm not in his shoes. But, I'm not going to buy what I don't like.

Conversational English (for tape)

(Listening)

A VISIT TO THE MEAT MARKET

Clerk: May I help you?

Customer: Do you have sirloin steaks?

Clerk: Yes, how many do you want?

Customer: How much are they?

Clerk: Sirloins are "a dollar twenty-five" a pound.

Customer: I don't think I can afford to pay "one twenty-five" a pound. However, will you weigh two steaks, please?

Clerk: Yes, I'll weigh two steaks for you.

Customer: How much are they?

Clerk: These are three dollars and ten cents.

Customer: That's too much.

Clerk: I have some seven-steaks that cost less.

Customer: Are they tender?

Clerk: Yes, ma'am.

Customer: How much are they?

Clerk: The seven-steaks are sixty-nine cents a pound.

Customer: I'll take two pounds, please.

Clerk: Do you want me to tenderize them?

Customer: Yes, please do.

Clerk: The price of the steaks is one dollar and thirty-eight cents. Is there anything else?

Customer: Yes, do you have some fresh ground meat?

Clerk: Yes. How much do you want?

Customer: How much is it a pound?

Clerk: The hamburger is fifty-nine cents a pound.

Customer: Will you give me three pounds please?

Clerk: You can get three pounds for a dollar.

Customer: Thank you.

Clerk: Is there anything else?

Customer: No, I don't think so.

Clerk: The total price of your meat is two thirty-eight. Thank you. Come back and see us.

Customer: You're welcome.

Conversational English (for tape)

(Listening)

VISITING THE DOCTOR

Doctor: What seems to be your problem?

Patient: I'm not sure, Doctor. I seem to have a fever.

Doctor: How long has this been going on?

Patient: About a week and a half.

Doctor: Is there any other symptom?

Patient: It's hard to breathe, especially when I'm lying down.

Doctor: Would you sit on the examining table please? I'd like to listen to your breathing. Now, take a deep breath and exhale slowly.

Patient: Doctor, it's hard to breathe deeply.

Doctor: The nurse will take your temperature now.

Patient: What do you think is wrong, Doctor?

Doctor: I believe you have the beginning stages of pneumonia.

Patient: Will I have to go to the hospital?

Doctor: No, if you follow these written directions. I'll check you again in three days.

Patient: Thank you very much, Doctor. See you in three days.

Doctor: Here's a prescription for your medicine. Don't forget to take the medicine. Follow the directions on the label. Call me if you feel worse in the meantime.

Patient: Yes, Doctor. Thank you. Good-bye.

Conversational English (for tape)

(Listening)

OPENING A BANK ACCOUNT

Cashier: May I help you?

Customer: Yes. I'd like to open a bank account, please.

Cashier: We have two kinds of bank accounts. One kind is called a savings account. The other kind is called a checking account, which kind do you want to open?

Customer: What is a savings account, please?

Cashier: When you open a savings account you put your money in the bank and do not spend it. The bank invests part of your money along with other money and pays you interest on your account. You can take it out whenever you want, but you must come to the bank to get it. Most people do not take money out of savings accounts very often. They put money into their savings accounts so that their savings get larger. But they always have money available when an emergency arises.

Customer: What is a checking account, please?

Cashier: When you open a checking account, you put money into the bank. Then you write checks up to the amount you have on deposit to pay your bills instead of paying your bills with cash. Each check you write will cost you a few cents.

Customer: I understand. I would like to open a savings account, please.

Cashier: Good. How much would you like to deposit?

Customer: I want to deposit ten dollars in my account, please.

Cashier: Please fill out this card and sign it here.

Customer: All right. (Pause) Here's the card.

Cashier: This is your savings book. You'll need to have it with you every time you come into the bank to make a deposit or a withdrawal.

Customer: Thank you.

Cashier: And thank you, sir, for saving at the Krinkle National Bank.

Conversational English Drill

(for tape)

PREVIOUS EMPLOYMENT

Many persons who are interviewed by a prospective non-Spanish speaking employer or a representative of an employment agency have a hard time in answering questions. The following tape is a sample of a dialogue that can be used to help these persons with this particular problem. We assume that the student has a limited English vocabulary and has trouble answering in complete sentences.

Teacher: Have you worked before? Answer, please.

Student: ________ (unrehearsed response) ________

Repeat please: Yes, I have worked before. (Student repeats this sentence.)

Teacher: How long have you worked? Answer, please.

Student: ________ (unrehearsed response) ________

Repeat, please: I have worked for 10 years. (Student repeats this sentence.)

Teacher: Where have you worked? Answer, please.

Student: ________________________________

Repeat, please: I have worked at many jobs. (Student repeats this sentence.)

Teacher: What was your first job? Answer, please.

Student: ________________________________

Repeat, please: My first job was as a painter. (Student repeats this sentence.)

Teacher: Do you have a job now? Answer, please.

Student: ________________________________

Repeat, please: No, I do not have a job now. (Student repeats this sentence.)

Teacher: Where did you work last? Answer, please.

Student: (unrehearsed response)

Repeat, please: I worked for a construction company. (Student repeats this sentence.)

Teacher: What was your salary? Answer, please.

Student: (unrehearsed response)

Repeat, please: My salary was $60.00 a week. (Student repeats this sentence.)

Teacher; Did you quit your last job? Answer, please.

Student: ______________________________

Repeat, please: Yes, I quit my last job. (Student repeats this sentence.)

Teacher: Why did you quit your last job? Answer, please.

Student: ______________________________

Repeat, please: The place closed down. (Student repeats this sentence.)

Teacher: What kind of work do you want? Answer, please.

Student: ______________________________

Repeat, please: I want to drive a truck. (Student repeats this sentence.)

Teacher: What salary would you like? Answer, please.

Student: ______________________________

Repeat, please: I would like at least $1.60 an hour. (Student repeats this sentence.)

Teacher: Do you have a driver's license? Answer, please.

Student: ______________________________

Repeat, please: Yes, I have a chauffeur's license. (Student repeats this sentence.)

Conversational English (for tape)
(Advanced Student)

I WANT A JOB

A conversation between student and teacher.

Student: When I finish school I want to find a job and earn enough money to take care of myself and family. I want a part-time job while I am still in school. What can I do to accomplish my objectives?

Teacher: First of all, there are several things you must consider before you reach your objectives. There are procedures that you must follow.

Student: What do you mean by procedures?

Teacher: For example, you will have to fill out forms:

(1) Obtain a social security card

(2) Find out about jobs

(3) Apply for a job

(4) Have an interview

(5) Keep the job

Student: Will you explain what you mean by filling out forms?

Teacher: You must be able to print your name, address, telephone number, birth date, parents' name and address.

Student; What about my birth certificate?

Teacher: You must fill out another form which will include the following:

(1) Father's name

(2) Mother's maiden name, date of birth

(3) Place of birth and address

Teacher: This is called a transcript of birth certificate.

Student: After I get my social security card, then what?

Teacher: There are places you can go to find out about available jobs, such as:

(1) State Employment Service

(2) An Employment Agency

(3) Industry

(4) Vocational Rehabilitation Office

(5) Goodwill Industry

(6) Youth Employment Service

(7) School Placement Office

Student: I heard that I might need references to get a job. What are references?

Teacher: References are names of people who know you and what kind of a person you are. Such as, "Are you honest?" There are some people you can use as references, such as:

(1) Former employers

(2) Teachers

(3) Principals

(4) Ministers or priests

(5) Family doctors

(6) Neighbors

Student: What about my interview?

Teacher: An interview is done by a person that will decide if you can do the work the company wants done. There are some things you should remember in going for an interview; first of all, you should be clean and dressed properly. During the interview, try to remember to:

(1) Speak plainly and clearly

(2) Be polite

(3) Look at the interviewer while talking to him

(4) Answer the questions asked exactly and directly, and

(5) Do not under-sell yourself. Don't be shy. Be honest about what you are able to do.

Teacher: At all interviews, you will be asked the following information:

(1) Your full name

(2) Address

(3) Parents' name, address, and telephone number

(4) Age and date of birth

(5) Where and when you went to school

(6) Where you have worked before and what you did

(7) What kind of work you think that you can do

Student: What must I do to keep my job?

Teacher: You must get to work on time every day, do your job well, and get along with others.

Teacher: You should also find out the following:

(1) What is the salary? How it is paid? (By the week, every two weeks, or once a month)

(2) What are the hours of work?

(3) What duties are required?

(4) Do you have a vacation?

(5) What kind of clothes should you wear to work?

(6) What are your chances of working into a better job?

Student: Thank you for the information.

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A SELECTED LISTING OF PROFESSIONAL BOOKS OF INTEREST TO TEACHERS OF ESL:

Cutter, Charles, *The English Language: from Anglo-Saxon to American*, American Education Publications, Education Center, Columbus, Ohio 43216 (1968). 63pp. Booklet, $.30.

Dixson, Robert J., *Practical Guide to the Teaching of English as a Foreign Language*, Regents Publishing Co., Inc., 200 Park Avenue South, New York, N. Y. 10003 (1960). 96pp. $1.00. Note: This book may be obtained free upon request, by teachers and educators in this specialized field.

Finocchiaro, Mary, *English as a Second Language: from Theory to Practice*, Regents Publishing Co., Inc., 200 Park Avenue South, New York, N. Y. 10003 (1964). 150pp. $1.95

Finocchiaro, Mary and Lavenda, Violet, *Selections for Developing English Language Skills*, Regents Publishing Co., Inc., 200 Park Avenue South, New York, N. Y. 10003 (1966). 144pp. $1.25

National Association for Public School Adult Education, *How Adults Learn More Faster*, NAPSAE, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (1961). 52pp. $1.00

NAPSAE, *A Treasury of Techniques for Teaching Adults*, NAPSAE, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (1964). 48pp $1.00

Niesen, Don and Alleen, *Pronunciation Contrasts in English*, Regents Publishing Co. (just published).Paperback, $2.25.

Texas Education Agency, *A Guide for Curriculum Planning, Basic Education for Adults*, Division of Adult Basic Education, Texas Education Agency, Austin, Texas 78711 (September, 1968). 217 pp. Free.

(Continued)

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BIBLIOGRAPHY OF CLASSROOM MATERIALS

First Steps in Reading English. Pocket Books Incorporated. (Basic level) Exercises in beginning reading.

First Workbook of English. Pocket Books Incorporated. (Basic level) Written exercises to accompany oral practice.

English Step by Step. Noble and Noble. Exercises in oral English utilizing pictures.

Beginning Lessons in English. Regents. (0-3). Text format, lessons contain pronunciation, grammar drills, and conversation exercises.

I Want to Learn English. Steck. (4-5) Workbook format. Includes fundamentals of English, reading and writing.

English Through Pictures. Washington Square Press. Basic and Intermediate level. Paperback. Stick figures and sentence patterns are used to present English. Recordings and workbooks are also available. Exercises in oral English utilizing pictures.

Working With Words. By M. Putnam - Steck-Vaughn Company, 1966.

Working With Word Patterns. By M. Putnam - Steck-Vaughn Company, 1967. Try out-of-adoption first grade readers and build up stories from pictures or activities that revolve around the home and family life.

Steps to Learning, book 1. Steck (1-3) Word text.

Steps to Learning, book 2. Steck

Spelling Goals 2, Kottmeyer, Webster Publishing Co.

The Lopez Family, Steck (4-6) Reader

The Communication Series "RSVP" "Reading, Spelling, Vocabulary and Pronunciation" Level II and Level III, Ansco School Publications, Inc.

A Microwave Course in ESL, Lingoco Corporation. Especially helpful for teachers who do not speak Spanish.

English Step by Step with Pictures. (1-3) Robert J. Dixon, Regents Publishing Co.

Peabody Language Development Kits.

Everyday Dialogues - Robert J. Dixon, Regents Publishing Co.

Essentials of English. (For Adv. Group) - Steck-Vaughn.

We Are What We Eat. Steck-Vaughn.

Health Is Happiness. Steck-Vaughn.

Your State Government. Long Filmslide Service, 7505 Fairmont Ave., El Cerrito, Calif. 94530. Vocabulary is of grades 8-9, but information is pertinent and beneficial to adults.

Bill of Rights. Encyclopedia Brittanica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. 60091. Old filmstrip, and vocabulary is difficult. Must be handled by teacher, mainly.

Old Federal Government Series. Filmstrip House, 347 Madison Ave., New York, New York 10017. Variable vocabulary, accurate facts and excellent pictures. Tuberculosis Association has good filmstrips on the care of the body. May be used at elementary level and up.

My Country. Edwin H. Smith and Florence Radenlutz, Steck-Vaughn Co., Austin, Texas.

Our Government. Book 3, Federal Textbook on citizenship, United States Government Printing Office, Washington, D. C.

Our American Way of Life. Book 1, Federal Textbook on citizenship.

Our United States. Book 2, Federal Textbook on citizenship.

Tele-Trainer by Bell Telephone Company.

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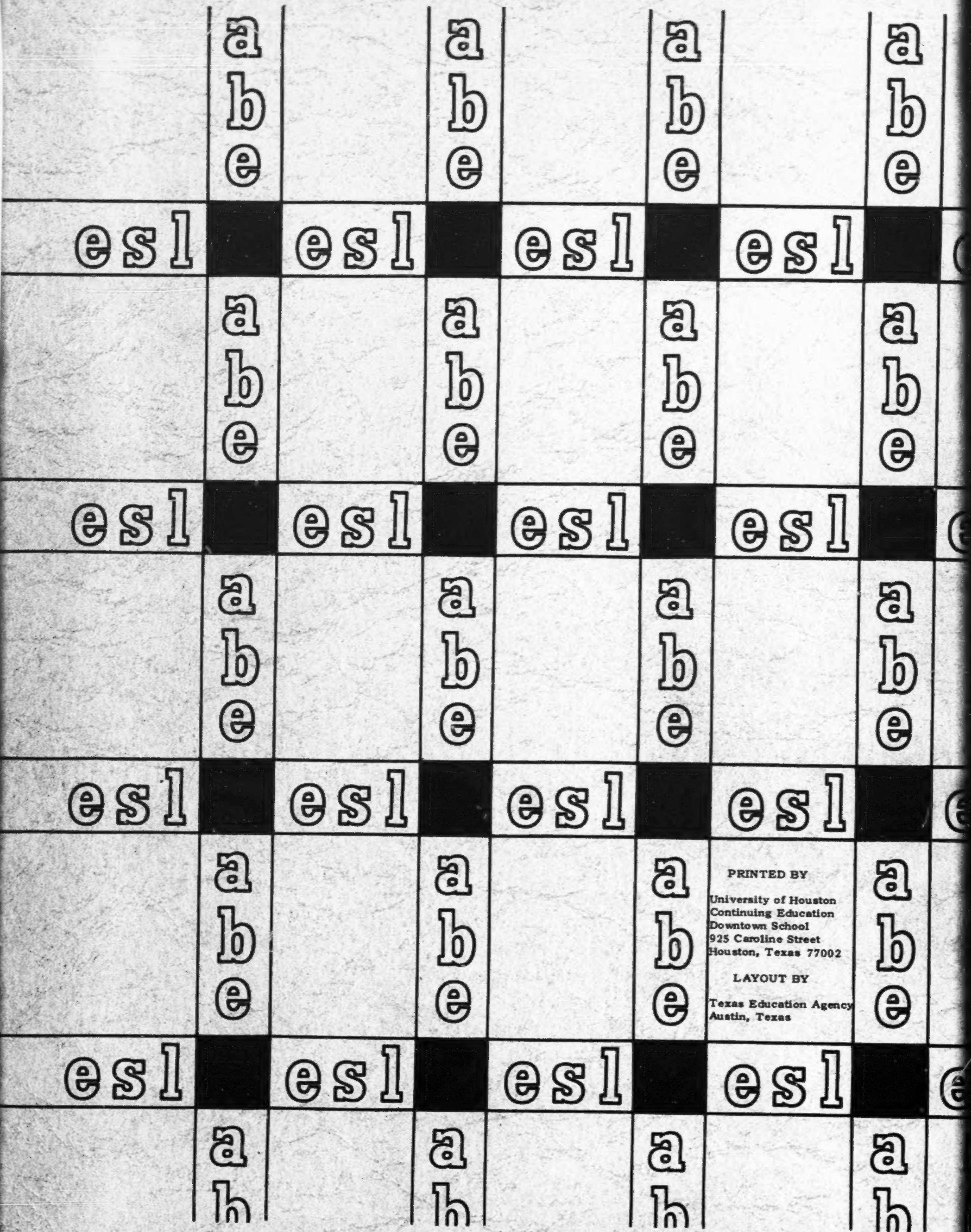

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